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THE

EDUCATIONAL WEEKLY.

JOHN M. OLCOTT, *Editor.*

VOLUMES III AND ~~IX~~

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Educational Weekly.

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A PAPER FOR EVERY TEACHER AND SCHOOL OFFICER.

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July 17

VOL. III INDIANAPOLIS, INDIANA, JUNE 19, 1884. No. 1

Current Events.

The cholera epidemic in France seems to be on the increase. There were thirty-six deaths at Marsailles, and eleven at Toulon, July 14.

The National Teachers' Association held at Madison, Wis., this week, was more generally attended than any previous meeting in its history. It is said to have been the largest educational gathering ever held in America.

The small town of Mission San Jose, California, was almost totally destroyed by fire July 15. Loss, $50,000, insurance small. When the water was exhausted, claret wine was used to extinguish the flames and prevent the destruction of the old mission church.

Grover Cleveland, of New York, was nominated for President by the Democratic National Convention at Chicago last week. The vote stood on the second ballot as follows: Cleveland 683, Bayard 81, Thurman 4, Randall 4, McDonald 2, Hendricks 46. Thomas A. Hendricks was nominated for Vice-President by a unanimous vote.

The following ladies appeared on the programme of the National Educational Association held at Madison, Wisconsin: Rebecca D. Rickoff, New York; Miss Francis E. Willard, Illinois; Mrs. May Wright Sewall, Indiana; Mrs. Sarah R. Cooper, California; Miss Alice E. Freeman, President of Wellesley College, Massachusetts; Miss Clara Conway, Tennessee; and Miss Ella W. Somerville, Washington.

The Concord School of Philosophy promises well again for this year. There is some doubt, now, whether the expected papers on Emerson by Mr. Mezoomdar, of India, and Walt. Whitman will be presented, but it is confidently believed that M. de Poyen Belleisle, Prof. Peabody, Dr. Holland, of New Orleans, Prof. Harris, John Fiske, Thomas Davidson, John Albee, Julian Hawthorne, Dr. Bartol, Mrs. Howe, Miss Peabody, Mrs. Cheney, Frank B. Sanborn and Prof. Cooke will take the parts assigned to them. Mr. Alcott, though much improved in health will not attend.

The mercantile agencies report that the failures of the six months just past are more numerous and involve larger amounts than any recorded for the like time in former years. One agency reports 5,510 failures for $124,000,000. If the failures were to continue at that rate through the second half of the year, the result would be the worst on record since 1857, when the failures in this country involved $292,000,000; and worse even than the year 1878, when the failures reported by the same agency were 10,478 in number and $234,383,132 in amount. But the outlook is not so gloomy as this view of the case might indicate. The failures recorded during the present year being due, in the main, to the decline in the stock market.

Peculiar Electrical Display.

Captain Clarke, of the schooner Westchester, just arrived in port tells of a strange phenomenon which he observed Friday night on Lake Michigan. During a heavy squall the crew were startled to see an immense ball of fire resting on the end of the jib boom.

It staid for half an hour, and then disappeared while the wind was blowing at its height. Soon after a number of balls of fire appeared on the topmasts, and chased each other through the rigging. While this pyrotechnical display was going on, hundreds of seagulls flew on to the vessel and seemed to delight in bathing in the balls of fire. The crew were thoroughly frightened during the two hours in which the strange fire surrounded them. It was what is known as "St. Elmo's fire," frequently seen on the high seas, but this is the first recorded instance of its appearance on the lakes. It is nothing more than electricity.

Foreign.

Fighting between the Hovas and French in Madagascar is expected. The Grand Vizier offered his resignation on account of the Egyptian conference agreeing to the English proposals, but the Sultan declined it. Fumigation of French mails at Alexandria has developed smuggling. Abbe Francois Napoleon Moigns and Admiral Ewart are dead. Secretary Cornwall was taken to Dublin and remanded for trial. Further arrests of those associated with him have been made. There was an anti-Papal riot at Rome during services in memory of Pius IX. France is about to dispatch two thousand marines to China and several vessels. An anti-German demonstration, inspired by students, occurred in Paris yesterday. The German flag was torn down. It is thought Germany will ask redress. A son is born to the daughter-in-law of the Crown Prince of Germany. A party of tourists were overwhelmed by an avalanche on Mont Blanc and one killed. The last attempt at a compromise on the franchise is said to have failed. The French National Fete commemorating the fall of the Bastile, was celebrated in Paris with great *eclat*. The Orange rioters arrested have been sentenced to imprisonment, and further trouble is feared.

Pedagogics.

What Should be Eliminated from the Course of Study in our Graded Schools?

R. A. CHASE, PLYMOUTH, IND.

[*Paper read before the Northern Indiana Teachers' Association.*]

The subject assigned me implies one or both of two things; that the course of study contains too much work for the strength and health of our pupils, or that it contains subjects for study unfitted for the common schools. Many and repeated criticisms show that there is a wide-spread public suspicion of the truth of one or both of these implications. The first would probably be denied by a majority of teachers, by whom most of the evils attributed to over-study would be charged to dissipation, lack of physical exercise, or the burden of fashionable society; and, no doubt justly; but in the second, I think there is enough of truth involved to justify your committee in making it a subject of discussion at this meeting. Few complaints are entirely causeless; and he is the wise man who finds the grain of truth, even in a bushel of chaff, and who by correcting his errors himself, disarms his opponents.

The critical time in the life of an institution is not when opposition is the most violent; when there is a struggle for very existence; when friends are few and enemies bold. If it has much that is sound in its make-up, it will come out of conflicts like these stronger, healthier. But when the tide has turned; when prosperity flows in like a river; when the compound interest of success, which success achieved always guarantees, is rapidly accruing and is being promptly paid—then is the hour of danger. As every dishonest scheme or impossible *ism* seeks to attach itself to a successful political party, until that party becomes a conglomeration of the most contradictory impulses and objects, embracing at the same time, the loftiest and the vilest, so it is with every institution that becomes a power in the world. By the force of its own greatness it draws to itself chimerical projects, hair-brained and fanatical ideas for the betterment of society; it claims prerogatives never designed for it; it goes beyond the limits of its legitimate province; it loses sight of the end for which it was created; it becomes a great sham; it loads itself with false appearances which must be thrown off, in humiliation, or born on, to ruin.

That critical period in the life of the public school system, 1 believe is now upon us.

The time has long passed when argument was needed to prove the value of an education or the power of an educated people. The contrast upon the page of history, between those States which early provided a system of common schools and those not fostering such a system, so plainly shows the advantages of general education, that the public school system has become universally popular. Right here lies the danger. The t success of our school system in its legitimate e, leads mistaken friends and selfish schemers to tack upon it every educational *ism* in the world—Mathematical, Geographical, Astronomical, Theoligical and Metaphysical. Every theory of education which the wildest fancy may devise,—theories of school-government, theories of method, and theories of matter must make it their trial ground.

For each branch of study there is demanded time and attention for its full elaboration. Because the institution supplies a need, it must supply all needs It must be no less than perfect in no less than all particulars. There is such a thing as over-doctering. Our school system may, not inaptly, be likened to one who has made himself really ill by taking, for some trfling. disorder, every nostrum prescribed by sympathizing friends.

One fault after another has been detected, and fancied improvements suggested. Here was a lack of development, there a positive imperfection, in another place too little strength—and, immediately, for each complaint a remedy was brought forward. Every good friend has discovered some failing and prescribed therefor.

One man, who "went to seed" in arithmetic in some district school, suddenly discovers that his son cannot figure to his satisfaction. He rushes into print, with an attack upon the schools. Superintendents and school authorities, jealous for the popularity of their work, at once add to the requirements in mathematics. Another man whose life has been spent among books, sees that his boy prefers a novel to Paradise Lost. He casts his stone. Supernitendents and teachers hasten to stop his cry by stuffing the cause full of literary studies, and the spare corners of the children's brains full of literary names, literary criticisms, literary facts and literary fancies; expecting in time a brood of Miltons no longer "mute and inglorious." A "great expectation" surely, if one remembers how many of the number are of the laboring class, with no inherent taste for literature and no evident use for it in future years. Another person, who has learned all he knows by travel, in an unlucky hour, finds his son destitute of a clear idea of the locality of a certain camp on the Sweetwater River, where the father spent a night on his journey to California in '49. He joins the gallant army of defamers. The patient beast of burden is loaded with a little more geography, and some invention is pnt forth by which the names of five or six hundred little capes, bays and creeks may be fixed in the chrildren's memories. A valuable sort of knowledge to our school population, especially if they should ever join the army of tramps. Still another man won local fame at the spelling schools thirty years ago. The spelling of his children is not remarkable unless it be for its originality. The screws must be tightened and a little more pressure put upon spelling, and there is introduced an elaborate system of orthography, with rules for every letter, and a straight and narrow path laid down for every word. Another individual has an eye for the beaulifu l. There is not much of the æsthetic in the average school-boy. At his demand, drawing and painting and the "geometry of dress" are added to the already lengthened list. Then come those benevolent souls who are really making the world better. It strikes them that the public school system might be made a mighty engine for the up-lifting of society; and we are asked to introduce text-books treating upon the effects of alcohol and the horrors of intemperance, notwithstanding every one knows it is not ignorance but lack of stamina that makes drunkards. Then a person who can see nothing in life, except as it is measured by a religious standard, succeeds in introducing set lessons in moral instruction. The result, to be sure, is not very satisfactory. The average mind, of fifteen years does not take kindly to moral philosophy. It is liable to become a little confused upon the subject of "righteous indignation," and to extend the use of the term "mutual reservation." Another carping spirit, the worst monomaniac of all, is the disciple of Murray. His school days were spent in parsing. He could take a twelve-inch sentence, bristling with all the nine parts of speech; with verbs, adverbs, and all kinds of pronouns, mingled in one conglomerate mass—big words, with smaller ones behind them, and so on "ad infinitum,"—could strike it a blow, which should send all its component parts flying, resolve its particles into very atoms, and determine the exact value, plan, and use of each infinitesimal portion. What though he is unable to construct a sentence, and would be disowned by Murray himself for his misuse of English. He "has grammar by heart," and that the rising generation may enjoy the same great blessing, we yield to his importunities, and begin pounding down the rules of analysis and parsing. The traveling writing teacher next appears. We are told—astonishing fact—that his students, employed upon nothing but writing, are better penman than pupils of the public schools. Soon we have first class *systems* of penmanship, with rules and analysis of letters, and instructions for creating, almost at "one fell swoop," those wonderful designs of bird and deer, which captivate the eye of the school-boy, and will give him such satisfaction, in thirty, forty or fifty years of active, hurried business life.

And so it has gone on, and one can well understand the plight of the little girl, who, when asked why she could not remember anything, said she "didn't know unless it was because she didn't have time to remember."

The mischief has all grown out of a misunderstanding of the purpose of the public school. Many of our courses of study seem to have been framed upon the supposition that a man knows nothing except what he learned at school; that from the day on which he leaves school to the day of his death, he will read nothing, and see nothing, and hear nothing. The camel before crossing the desert takes a supply of water for many days. We teachers try to fill up the pupil as if he were a camel, and, if his appetite pall under the treatment, we stuff him to the fullest extent the elasticity of his nature will permit; as if life beyond the schoolyard gate were one broad desert, with never an oasis at which he may slake his intellectual thirst; whereas the fact is, if his nature be not perverted and his appetite destroyed, he will drink from a thousand wellsprings of joy that were not spoken of within the school house, and never dreamed of within the narrow philosophy of a school teacher's life.

What is the purpose of the school system?

The answer is not a question for discussion. It comes from the lips of authority.

Upon what principle does the State base its right to tax its citizens for the support of public education; to invade the family circle and come between the parent and child; nay, more, to threaten in certain contingencies to compel attendance upon the State schools?

Upon the principle that a government has the right to do anything and everything essential to its existence.

The fundamental law of this commonwealth contains these words: "Knowledge and learning generally diffused throughout a community being essential to the preservation of a free government, it shall be the duty of the General Assembly to provide by law for a general system of common schools, etc." The theory is this: A government of the people, and for the people, and by the people, can exist only among an intelligent people. Whenever education has been left to private institutions, or to the church, the fountains of knowledge have been opened to the favored few. Hence the State must afford a system of general education. If these statements are in any way false, then taxation for public schools is legalized robbery. If they are true, the purpose of the public school need not be misunderstood. It is the education of the masses.

Not of the poor alone, for the public school is not, and never was designed to be, a charity school. Not of the rich alone, for this is a government of all the people. To the poor man's child, it is the only doorway out of a life of narrowness and ignorance and superstition. To the rich man's child it furnishes a discipline that can be found no where else,—the discipline that puts him on a level with his fellows, and makes him work out his own fortune.

Such being the object of our school system, what branches of study properly come within the scope of its instruction?

(To be Continued.)

Practical Lessons.

Outline of a Course in Arithmetic.

JAMES BALDWIN, RUSHVILLE, IND.

NOTE:—This work may be begun the first year of the child's school life, if thought desirable. But the author doubts the propriety of hampering a child's intellect by beginning from three to ten branches of study upon the day of his first entrance into school. The first year may be very profitably spent in learning to read, spell, and write, and in the observation of such other matters as incidentally present themselves. Most children, if they are given the opportunity, will learn to count, and will gain some knowledge of the simpler operations in numbers, intuitively and without apparent effort, just as they have learned to talk or to run. No check or hindrance should be thrown in the way of children learning as much in this way as it is possible for them to learn. I have no sympathy with that system of instruction, which forbids the child saying anything this year about the number 11 because the "work" laid out in the course stops with the number 10. The child's activity and his love of inquiry should have free course, in this discretion; and if he knows all that is indicated in the first few "Stops" of the Outline Course, before you have begun to give him formal instruction, so much the better.

No special time is indicated for the completion of a "Stop." Some children will do the work in one-third the time that will be required by others. Classify your school according to the mental capacities—or, in this ease, the mathematical abilities—of your pupils, and then push ahead. "Step 1" may mean "first year," "second year," "third year," or any other time the most proper for your class or classes of pupils.

STEP I.

THINGS NEEDED: A variety of objects for counters, colored balls strung on wires, cubical blocks, "bricks," sticks, a foot rule for each pupil, strips of paper and pasteboard, a pint measure, a quart measure, a gallon measure, a yardstick, toy money in one cent, two cent and three cent pieces.

THE WORK: The work in this Step includes all possible combinations and uses of numbers from 1 to 4. But if a child should chance to ask you about the number 5, there is no law to prevent you telling him the truth about it.

THE NUMBER 1: The child who has not a correct idea of One, as a number, is not mentally qualified for membership in a public school. The teacher who spends two or three lessons in endeavoring to "develop" the idea of One, or even Two, simply offers a gratuitous insult to the intelligence of her pupils.

But you may teach how to make the figure 1. Don't spend time trying to have the child understand the exact distinction between the figure 1 and the One; such work, persevered in, leads inevitably to mental stagnation.

Don't waste time teaching children that which they already know.

TWO.

I. Let pupils name objects of which there are two of a kind in the schoolroom. Ex: Two boys; two girls; I have two hands; I have two eyes.

"Make two lines on your slates; two dots; two stars; two rings."

"Clap your hands two times. Put two sticks on your desks; two blocks. Show me two balls."

II. "How many blocks have I here?" (One). "And here?" (One.)

"Now how many have I?" (Putting them together.

"Then one block and one block are how many?"

"One and one are how many?"

Illustrate with sticks, balls, marks, and other objects.

"I clap my hands once; I clap them again. How many times did I clap?"

"Here is one boy standing by me, and one boy standing at his desk. How many boys are there?"

II. "Write the figure 1."

"I will show you how to write the figure 2."

"Write the figure 1 two times. Write the figure 2 two times."

III. Teach how to write 1+1=2. "It is shorter and easier than writing the same thing in words."

Let pupils make the sign + and the sign = on slates and blackboards; also with sticks.

IV. Illustrate 1+1=2 in a variety of ways, using balls, blocks, sticks and other objects. Also with marks, stars and rings made on slates.

Practical examples: "I had one marble and found one more; how many marbles had I then?"

(Answer: Two marbles, because one and one are two.)

Make other examples like this.

Let the pupils make examples: "I had one apple and my mother gave me one more. How many apples had I then?"

A secret: Be sure you know when to stop this work and proceed to something more interesting.

V. To teach 2−1=1.

"I have here how many balls?" (Two)

"I take one ball away, how many are left?"

"Then two *less* one is how many." (Answer: Two less one is one.)

"I will show you how to write it. Here it is: 2−1=1. Read it. I erase it; now, you may write 2−1=1, on your slates."

Note: It is unnecessary to spend a week, "developing" the idea of the word *less*. The pupils will get the idea better than you can develop it.

Illustrate 2−1=1 with objects, etc.

Examples: "I had two marbles and lost one of them, how many had I left?" (Answer: One marble, because two less one is one.)

"I make two marks; I rub one out. How many are left?"

Let the pupils ask themselves similar questions.

Continue such work until pupils understand exactly what is meant by 2−1=1. *But stop at the right time.*

(TO BE CONTINUED.)

Instruction in U. S. History—I.

E. E. SMITH, PURDUE UNIVERSITY.

It is the purpose of these articles to discuss briefly (1) *The objects to be aimed at*, and (2) *The character of the recitation*, in U. S. History work, and to dwell at some length upon (3) *methods and aids* for teacher and pupil.

OBJECTS IN VIEW.

"Eternal vigilance is the price of liberty." But of what value is vigilance if one cannot read the signs of the times? How can a man protect his rights and prerogatives if he know not what they are, nor when they are infringed upon? But how is the citizen to know these things? Through the history of the past which, though dead, yet speaks, and through the living history of the present. But what is history? Human life and thought, singly or in aggregation, in action. True history is ever developing the magnetic centers of human life. These centers are men and women who are great either in thought or in executive ability, or in both.

The student of history must be more than a mere receptacle of facts. Knowledge is only latent power. Facts must be localized—must be anchored down somewhere—in order that they may become vitalized. When an important fact is associated with a place or a person, it assumes definiteness in one's mind and becomes part of his associated being. It thus forms a basis for inquiry. What preceded this occurance? What factors and what problems gave us this solution? Here is a man who has turned the scale of destiny in the lives of other men, possibly of nations: why was he not developed a century earlier? What was the need for him at this time?

Here is a nation characterized by thought; here is another characterized by action: what circumstances produced these results? To what modification of the conditions and purposes of the human race have these led? What weight shall we give them in balancing up things for the future life with which we expect to be associated?

Education, religion, science, morality, disease, have all had more or less influence in shaping people and events. Which more and which less? Is man a creature of circumstances or are circumstances creatures of man? How far does fashion—religious, political, social—govern man? How are we to connect thought with things? Men's lives with the birth of nations, the destruction of institutions, or the growth and development of system and customs? Only by acquiring a knowledge of events, by using the reasoning powers to trace these to their causes and results, by learning to know the influences of the lives and character of men and women, by noting the development of communities, states—even nations—under the ruling force of some great idea, and by giving all these things definite shape and form for the mind to realize vividly and stow away in proper association.

Things occurring simultaneously are not necessarily associated, nor do things properly associated necessarily occur simultaneously. Things occurring consecutively do not necessarily sustain the relation of cause and effect, of whole and part, or of sign and thing signified. But it is not to be inferred from these facts that the events of history are isolated. Nothing in human life is isolated. The links of association may be deeply hidden, but they will always be found if we dig deep enough for them. To the earnest student of the life of man upon the globe, the fact even becomes more clear that a great purpose runs throughout the whole being of the race.

No methods or aids in the teaching of history which do not keep these great fundamental truths in view, as well as the laws of the mind's operation, can be permanently successful. History calls into play every faculty of the mind—thought, feeling, desire, will—hence it is the gravest of errors to attempt to make it purely a matter of memory or purely a philosophical study.

The objects of historic study, then, should be facts; facts in association with places and people; facts in other relations; character—its source, its growth, its bearing upon other life than that of its possessor, ideas—their source and development; institutions—social, economical, educational, etc.; deeds, plans, purposes—wherein based upon the ripeness of the times, the laws of equity, or the eternal fitness of things, or wherein arising out of indiscretion or haste, selfishness, or an effort to shut out from the universe the Being who made it for a purpose. The student of history should learn, above all things, the lesson of the usually slow but ultimate justice of time.

METHODS AND AIDS.

1. *Maps and charts.* From what has been said, it will be seen that the facts of history must be given a local habitation as well as a name. Battles are not fought, campaigns conducted, governments changed' radical changes in policy made, irrespective of climate, the configurations of the earth's surface, or other geographical conditions. The Atlantic Ocean was a not unimportant factor in developing and securing independence in America; the highlands between Chattanooga and Atlanta were no hinderances to Johnston's defence against Sherman; and the intense heat and fertile soil of the Southern States were not unfavorable to the perpetuation of an institution that allowed the strong to enjoy the luxuriant shade while the weak picked the cotton and cultivated the cane.

Maps and charts, then, both selected and original, are necessary to a proper study of history as well as invaluable aids. Suppose, for instance, that we wish to take under consideration the campaign of Burgoyne, St. Leger and Clinton. What do we need to make the movement graphic?

1. A general map of the original colonies at the time, by which to show the population and the centers of chief importance, together with the dependence of the respective sections upon each other. A brief development of these points will bring into view before a class the serious if not fatal blow to the new republic if it be cut in two at a vital point by British control of Hudson River throughout its length, of Lakes George and Champlain, and of the Sorel (Richelieu) River, with Montreal and Quebec in Canada and New York City on the Atlantic Ocean as bases of supplies.

2. Attention may now be more definitely directed to the local geography, connecting historical facts with its study. Each member of the class should have before him an outline map of his own construction (say 6x20] as here indicated:

Embracing the States of Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, Vermont and New Hampshire, with so much of Canada as may be necessary to show the St. Lawrence River, Quebec, Montreal, the Richelieu River, and Lake Ontario and Erie. Upon this map may be

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[*We regret that it is impossible to print the outline map furnished by Mr. Smith.*]—*Ed.*

carefully located the Hudson, Delaware, Mohawk and Connecticut Rivers, also New York, Philadelphia, Trenton, Saratoga, Boston, Benington and the Brandy Wine Creek, and Forts Stannix (Schuyler), Ticonderroga, Edward, Clinton and Montgomery.

3. A brief review of the associated movement upon Philadelphia may not now be out of place, to show why a portion of Howe's forces were employed elsewhere and were not with Clinton, as also a reason for the small number of troops Schuyler (Gates) obtained for his defence against Burgoyne.

4. The pupil now has before him the vital importance of this campaign, its general and associated purposes, the geography of the country where pluck and military genius are to be admirably displayed, together with the immediate and the ultimate objective points of attack or of invasion and ravage. He needs now but to fix in his mind the conditions of the country at the time, and to locate the forces respectively of Burgoyne, St. Leger, Clinton, Schuyler (Gates), Herkimer, Stark, and the forces at Fort Clinton and other points on the Lower Hudson, when at once the whole campaign may be fought out point by point, in the proper order of time, till the climax be reached.

5. A brief review may now be given by some member of the class, pointer in hand, with a large map before him, each error being corrected by the other members of the class. This is to be followed by a general statement of the result, directly and indirectly, upon the American cause, of Burgoyne's surrender, and by an examination by each pupil of another pupil's plan, reporting in writing the result of such examination. Some such scheme as the following may be used to portray this summary:

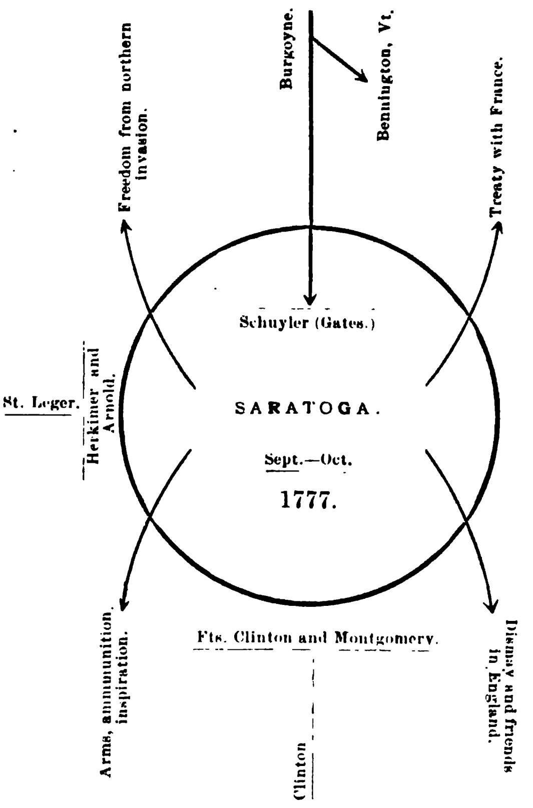

DIAGRAM I.

By thus using the eye an the hand as allies, teacher and pupil become masters of the facts of history in living realizable form. Having traced out the route of Cortez and the lines of invasion of Taylor, Kearney and Scott, the mention of Mexico at once calls up before his mind's eye features and places that are full of interest. Having gone over Sherman's great march, George Rogers Clarke's expedition, or the movements of the French and Indian War; with pencil in hand and purpose in mind—looking both before and after,—followed by definite results in the understanding and the memory, each section of the country and each event given upon the printed page is vitalized by the recognition of human beings in action. of plans of the human mind brought to the test by conflict, and by the actual progress of events and of places toward a higher condition of civilization.

Centers of radiation may thus be established; wars may be shown to be incidents, not accidents; military force an expedient, not a necessity; growth, progress, development, not spontaneous results, but the effects of planning, of looking to ends in providing means, of toil, of sacrifice, and of steady hope.

(To be Continued.)

Report of the Proceedings of the Northern Indiana Teachers' Association, held at Rome City, July 1, 2 and 3.

The convention met Tuesday evening, July 1, in the New Hall, on Island Park, and was called to order by the president. The first thing in order was the inaugural address, by the president-elect, J. K. Waltz, Sup't of the Logansport schools.

Mr. Waltz reviewed the general work of the public schools, commending them for the good work done. He thought the system of public schools throughout our vast domain was growing in popularity, and hence to-day the system is regarded with favor by all good citizens. He thought the moral training received in the schools had been greatly improved, and that such training, coupled with habits of industry, would prove a great blessing to state and nation. He spoke to some extent concerning industrial training, and thought it possible, under certain circumstances, to supplement the work of the school by some form of industry; however, he was not prepared to say that at this time the schools were ready for such a change. He deprecated the low standard of literature which circulated so freely among our young people, but thought he could see a marked improvement toward a taste for better reading. The address was able and full of excellent suggestions. It was lengthy, and a mere abstract will not do the President justice.

Dr. Moss, President State University, Bloomington, Ind., followed Mr. Waltz, with an address on "The Teacher's Encouragement." The address was replete with excellent thoughts, and made the teacher feel that he had many reasons to look on the hopeful side of his calling. He thought the teacher ought to select something to read, outside of his profession—something that would cause him to think—something hard. He illustrated his idea by giving his own experience, and his method of reading the Testament in the original Greek. The doctor thought that while there were many things discouraging to the teacher, that the hopeful side more than compensated for the trials and discouragements in his calling. The address was highly appreciated by all present.

WEDNESDAY MORNING, JULY 2.

The meeting was called to order by the President, and opened with prayer. The President made the following appointmens: *Nominating Committee:* W. A. Bell, Indianapolis, C. T. Lane, Fort Wayne, R. A. Chase, Plymouth, W. Irelan, Burnettsville, and Miss F. Carpenter, Muncie. *Committee on Resolutions:* Prof. E. E. Smith, of Purdue, P. A. Allen, Bluffton, J. M. Olcott, Indianapolis.

An Enrolling Committee was appointed, consisting of T. J. Sanders, of Butler, and E. B. Meyers, of Elkhart. It was ordered that members previously enrolled, should pay a fee of fifty cents, the same as required of new members. A committee of two was appointed to receive the names of teachers desiring positions.

President Moss being present, he was given an opportunity to explain the plan of the University. He said that the University was related to the public schools in various ways. The State Board of Education is charged with certain duties, among which is the appointing of trustees for the University. He thought the plan was good, because it gave them a board of trustees more familiar with educational work. The board of trustees consists of eight persons, and is selected from both political parties,, giving each party equal representation. He explained how pupils may be admitted to the University from the commissioned high schools of the State. He gave a detailed account of their great loss by fire last July, and said they were getting things in good shape again.

Miss Florence Carpenter, Principal Washington school, Muncie, then read a paper entitled, "The Ninth Branch in the Common School Course." Miss Carpenter said, in substance:—

Since the creation of the world the great idea has been, "How shall my work be done." Dr. Andrew Bell first obtained the idea of his Monitorial System from a Malabar school which was writing upon the sand. The Legislature of the State of Indiana has decreed that nine branches be taught in the common schools of the State: Reading, Writing, Orthography, Grammar, Geography, Physiology, Arithmetic, History of the United States, and Good Behavior. Good behavior then is the ninth branch. How shall it be taught? First, by awakening the child's individuality. Second, by having perfect obedience from all members of the school. Third, by example. The children are close observers. Dr. White has said, "No man or woman should enter the school room, whose life and character are not fit models for every child to imitate." The law of good behavior, including politeness, is the duty of making one's self agreeable. One may make himself disagreeable by rude behavior, as loud talking, boisterous laughter, uncouth postures. (2) By oddities or improprieties of dress.

Manners are usually the exponents of character, and in turn act on character, thus having an educating influence. Good manners have a high money value. Good behavior can be largely taught by music. Let children take part in the opening exercises. The teaching must be incidental, and not a series of set lessons. We may not see the harvest, but our reward will be in the consciousness of having given our best efforts to the work of making the schools more noble, many homes happier, and our country a better republic. Many of these children never enter a church, hence, moral instruction cannot be committed to its care. Many homes are filled with drunkenness and vice; morals will not be taught there. Where then must it be taught? The answer comes in teachers' voices, as the roll of the trumpet from the Atlantic to the Pacific, and from the gulf to the great lakes, in the common schools of our country.

G. L. Harding, Principal Leesburg schools, led the discussion of Miss Carpenter's paper. Mr. Harding thought it difficult to discuss an essay wherein there was so little to criticise. The teacher should not be held responsible too far, for other influences had their place. The stress laid upon the importance of the moral standing of the teacher himself, is too often forgotten, especially in the desire not to make a religious test. He thought the schools did not fall short of their work, and that we ought not to teach that doctrine, but rather seek for further improvement. That we ought not to put moral instruction on too low a plane, that of business advantage, &c., but pupils should be taught to do right because it is right. The value of the reading class as a means of moral instruction, he thought an excellent factor. He would not have teachers make the mistake of not understanding the child, or of giving instruction which lacks in genuineness, but the teacher should not get below, in approaching to the standard of the child.

Mr. Irelan following Mr. Harding, endorsed the paper, and spoke enthusiastically of the hopeful conditions. Mr. Craig emphasized the statement relative to the importance of music as a factor in moral teaching. Mr. Sanders thought if the heart is not right, music would not make it right.

Dr. Moss thought morality a thing of importance connected with all the work of the school. In teaching good work, there is a lesson in morality, in teaching neatness a lesson in morality is taught. Good behavior and good morality must, to a certain extent, come from itself. We must not allow our pupils to grow up with the feeling that there is a secular side and a religious side, but the two should combine. Mr. Bell thought that every act has a moral side, and every moral act a religious side, and morality well practiced was nearly as good as religion.

After a short recess, Will J. Houck, Sup't Jay County, read a paper on "How can a love of Literature be best Instilled into the Minds of Pupils."

Mr. Houck thought it very important to begin with pupils early and train them to think. They should be taught facts, and led to think concurrently. He thought the objectionable features of the present text-books, as aids in encouraging good reading, were many. He lamented the deplorable condition of the home circles in reference to bad reading matter, or no reading at all. He thouhgt the reading of certain kinds of books to attract pupils and yet improve their minds, a necessity. He would have pupils read novels, such as Kennelworth, etc. He presented a scheme for a reading circle that will arouse an interest in parents and pupils. He emphasized the importance of teachers cultivating a taste for good literature.

Mr Olcott opened the discussion by saying that the question of teaching literature was one of the most important that the teacher had to consider; he regarded it *the question* of the day, so far as our schools were concerned. He commended the suggestions in the paper to the careful consideration of all teachers. D. D. Luke, Hon. B. C. Hobbs and W. A. Bell, took part in the discussion.

The first thing in order at the afternoon session, was the reading of a paper entitled, "The evil effects of Teaching on the Teacher," by O. J. Craig, Principal Purdue Academy, LaFayette.

Mr. Craig said in substance: In almost every profession there are evil effects that injure the individuals who devote themselves earnestly to their chosen vocations. The teacher's work is not exempt from those that are incident to it. Some of these effects are felt on the physical frame, others decrease or tend to prevent the increase of mental strength. Many of these can be avoided by a proper course of conduct and culture, and almost all are tendencies rather than effects. The nervous exhaustion from which some suffer, may be greatly decreased by making thorough preparation for the work of the day, and being able to meet all emergencies without being annoyed and perplexed. Methods of government sometimes are very severe upon the teacher's strength. Those who expect to govern through fear, and to prevent wrong-doing through the fear of detection in it, must expect to be exhausted by the work. Pupils

(Continued on tenth page.)

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Renew your subscription to the WEEKLY one or two weeks in advance of the date of expiration.

County Superintendents will please send us the dates of their Institutes, so we may announce them promptly.

We will publish in full next week, the news from the Educational Association, which has just closed its session at Madison, Wis.

Vacation is over for the WEEKLY and we are glad of it. This week finds us so full of matter we are oblige to omit "Glenwood Leaves" and a number of other intensely interesting articles.

Prof. E. E. Smith, of Purdue, begins with this number, a series of practical lessons on Instruction in United States History. Prof. Smith's forte is the practical. His papers should be carefully read and studied each week.

Every number of the EDUCATIONAL WEEKLY this year will be worth its cost for the Practical Lessons alone. We have made arrangements to have every school subject treated in a Practical way by the best talent in the country. We believe in practice as well as theory.

We are glad to announce to our readers that beginning with this issue, Dr. James Baldwin will furnish a series of practical lessons and will also assist in our editorial work. His writings when not otherwise designated will be known by the signatures J. B. Prof. Baldwin is well-known to the readers of the WEEKLY as one of its ablest contributors and needs no further introduction.

The Northern Indiana Teachers' Association at Island Park this year, showed an increase of attendance over last year and a commendable degree of enthusiasm. The papers were good and the discussions free from cant. The whole proceedings were characterized with candor and a disposition to make the best possible use of the time spent. We publish elsewhere one of the most remarkable papers of the occasion in full. Other papers will be published next week. Mr. Chase's paper will be read with great interest and criticized no doubt by many. The columns of the WEEKLY are open for the publication of any counter views to those entertained by Mr. Chase. On several points we see room for difference of opinion and we invite discussion on these important questions.

Mr. Hubert M. Skinner, who it may interest our readers to know, is the author of the series of Glenwood Leaves published in our last volume, has consented to continue his contributions. Mr. Skinner has few equals as a close observer of educational matters. His experience in the actual work of the public schools has given him practical ideas upon all the various methods of instruction, while in addition he has made a special study of many subjects of educational value which have heretofore been too much neglected. His development of the part of Indiana, in the History of the United States is especially creditable. The synopsis as given by him in the WEEKLY has been made one of the subjects of study for the county institutes during the coming season.

ALL ARE INTERESTED.

There are two ways in which the readers of the WEEKLY can help themselves and help us.

1. By writing us telling your ways of teaching, or telling the ways of some one else whom you have visited and found to be doing good work. In this, you help us to get all the good things for publication in the WEEKLY, and you help yourself by increasing your powers of observation and practice in writing up what you see and know.

2. By placing the WEEKLY in the hands of another who does not now take it, you help to increase our circulation and thus make it possible for us to help you all the more by adding increased value to the paper.

One beautiful feature of the teachers' profession is its aggressive character. It is ever seeking that which is now. It looks ahead. It cannot live on the dead part. It seeks green pastures. It must know what is known. It is getting to be a great reading profession. This is the bright side. Professional happiness comes in at this door. Open the door wide. All the teachers are interested.

THE WAGE QUESTION.

A correspondent of the Lawrenceburg Press has the following:

"We see a proposition to levy higher taxes for school purposes to lengthen the term of school to 140 days. Our honest opinion is, if you would curtail the wages of some of the teachers, it would perhaps give better satisfaction to the tax payers generally. We understand in ——— county the highest wages $1.75 per day, while in Dearborn from $2.00 to 2.25 is very commonly paid. Now we think taking everything into consideration such wages of six hours time with from a half to three quarters of an hour recess both fore and afternoon with about one and a half hour noon spell, and very frequently adjournment at three o'clock on Fridays on account of the arduous duties of the week, a little curtailing wouldn't be amiss. "Oh," but say you, "the teachers are at such an expense and time preparing themselves for teaching." So they are in ——— and other counties, and their wages command equally as good talent and competent teachers as we have here, and many other trades and professions have to sacrifice time and money to prepare, and they work ten hours and many of them from sunrise to sunset for a days work, then receive less compensation than school teachers. And teachers when employed by the month, count twenty days of six hours a day for a month, while other people employed by the month are required to work for twenty-six days and ten or more hours a day for a month. We think a little reform in this direction would insure equally as competent teachers as we now have, and extend the number of school days without increasing the already high taxes of our county."

If there is any one cry of the times that is stronger more unanimous and re-echoed oftener than any other, it is the demand for education for the masses. The United States Senate has heard the cry and answered it. State Superintendents have heard it and the result is seen in a more perfect system of schools. County Superintendents have heard it and the result is greater unanimity and better organization for work. City Superintendents, School Boards, Township Trustees, and the great army of common school teachers have all heard the cry and the result is better preparation for teaching, higher aims and more efficient schools. The rapid multiplication of Normal schools, the increased attendance at institutes and teachers' associations, and the growing demand for first class educational journals and books on pedagogics are significant signs of the times. It is the outgrowth of the demand for better education of the masses. Without the encouragement of the people—the tax-paying people—there could be but little progress and the education of future generations would be but meagre. As a rule we think it can be safely said that taxes for school purposes are more cheerfully paid, and increase of taxes for increased efficiency of schools more readily agreed to than for any other purpose.

For these reasons we do not believe that the correspondent of the Press reflects popular sentiment. We do not believe he reflects the sentiment of his own county. The intelligent people of Dearborn county; would no more consent to his proposition than they would say to their best physicians, "You must lower your charges or cease to practice among us. We can't afford to pay you $2.00 per visit for there are men over here in Clarkville, who will cure for 50 cents "no cure no pay." Or to their experienced lawyers. "We can't employ you. There are plenty of young men just from college, who will do the work for less than a fourth the cost." The people of Dearborn county know that they have schools equal to the best, and are proud of it. If the people of ——— county could realize this point, accede to the wishes of their superintendent, and offer more encouragement to teachers and more money so that they could pursue their studies during the vacation, the result would be better schools, and in the future increased intelligence and hence, increased wealth. We suspect that thie correspondent would fine the statement that "thoss in other trades and professions, considering the time and money spent in preparation, and the actual time spent in labor, receive less compensation than the school teacher," rather difficult of proof. It may be true that the teacher *teaches* only six hours a day, with two recesses and an hour and a half "noon spell." But he *works* much longer. His duties begin in the morning long before his school assembles. The recesses are periods of care and responsibility, the noon hour is very brief for him, and when his school is dismissed for the day his work is not done. If he does all that is expected of him he must remain at the school house or retire to his room to prepare for future work. More than this, it is expected of him that he spend a part of the summer months when he is receiving no pay, in study for the next year at a considerable expense.

When we examine our present efficient common schools, we are convinced that there is no other public servant who better deserves his pay or who should have more encouragement than the teacher. Better six months of school with efficient teachers than seven with poor ones. A good teacher is worth all he is paid, but a poor teacher is not only worth the meagre salary he receives but is a positive damage to the community.

The State Board Questions are omitted this week for the want of room. They will appear next week and the answers the week following.

should be taught self-control, and to do right from principle, not from fear of punishment. The teacher is constantly in contact with minds more immature than his own, and there is a tendency to devote the time to bringing the subjects taught within the comprehension of the pupils, and not to broaden the general culture of the teacher. Avoid this by keeping up other subjects of study than just the ones used in school. Keep well improved in regard to passing events, and constantly try to improve by reading and thought. The tendency to fall into routine habits of thought, for the reason that the same subjects are taught again and again, must be avoided by constantly learning more about the subject. The teacher should be a citizen, and take an interest in whatever interests the people, politically, religiously or socially. The fact that he is a teacher, and must not, in his teaching, show any party spirit or sectarian bias, should not cause him to be neutral on these subjects for fear of offending some one who does not believe as he does. The teacher should mingle with the people in the social circle, and by so doing will attain the good will and co-operation of the parents.

In many places teachers are requsted to make out too many reports, and to compute too many averages and per cents. There is too much time required in examinations. If some of these were done away with, there would be more time for general culture and improvement.

W. A. Bell opened the discussion by alluding to the tendency of the teacher to fall to the level of the pupils. Working with minds below his in culture, gradually bends him to the minds below him, and to overcome the tendency, it would be necessary to pursue a thorough line of reading outside of his professional work.

Prof. E. E. Smith, of Purdue University, following Mr. Bell, spoke of the value to the school of the development of the social side of the teacher's life. By visiting the homes of the parents, the teacher cultivates a personal interest there in the school, could have an understanding among those most deeply interested as to the purposes of the school and of the teacher as a factor, and could get a hold upon the heart of the child through a direct expression at the home, of all that could be truthfully said in his favor. Thus the teacher, the home and the school are all linked together. Mr. Irelan and E. B. Myers took part in the discussion. Mr. Hobbs thought the more the teacher mingled with the public the more he broadened out.

After a short recess, D D. Luke, Sup't schools, Ligonier, read a paper entitled "Practical Education—What?" He regarded education a growth of mind, and not a passing in process. That the child passed through three stages in its progress from childhood to manhood—the physical, the ethical, and the aesthetic, as distinguished in the world of matter, the world of mind, and the world of art. That in the teaching of practical studies, the utility in the industrial world should not be forgotten or neglected. That in a practical system of education the individual should receive mental power and the ability to utilize that power to the accomplishing of some desired purpose, and self-control, which will enable the pupil to use his eyes, his ears, and his arms, to a good and useful purpose. He did not think industrial education practical in the present stage of the public schools. He thought a practical education in its broadest sense a preparation of the individual for the performance of the requirements of an active life. (This paper will be published in full.)

Mr. Olcott opened the discussion, and stated, by way of emphasizing the paper, that it did not explain how to teach girls the art of cooking, or of baking, neither did it tell how to teach the art of dress making, nor did the author tell how a boy should be taught to provide for the wants of some poor widow, neither did it show how many other industries should be taught. He thought a practical education should teach the child to respect the truth, to make investigations for itself, and cultivate a desire to know and to do.

Prof. E. E. Smith, of Purdue, said that he thought the paper and the discussion had brought out the essential features of a practical education: (1) The education of the pupil in the line of the "bread and butter sciences," that is, for direct business affairs in a business way based upon good common sense. (2) The education of the pupil in the direction of discipline and culture—a broadening and widening of him so that, whatever may be his pursuits in life, he may be larger than his vocation and have other schemes than those which provide for his individual life.

Mr. Craig and Hon. B. C. Hobbs took part in the discussion.

In the evening Dr. Angell, President Michigan University, delivered a very able and interesting lecture on the "Reflex Influence of the Teacher's Profession."

WEDNESDAY JULY 3.

The Association was called to order at 9 o,clock A. M. and the report of committees heard, after which R. A. Chase, Superintendent of the Plymouth Schools read a most excellent paper on "What should be Eliminated from the Course of Study in our Graded Schools?" Mr. Chase would substitute for the text-book in Geography pictures of landscapes, and for Grammar, language lessons, and use no text-book in Grammar except in the high school. His paper bristled with sharp hits and sarcasm. The discussion which followed was sprightly and the paper was humorous, Mr. Sanders, of Butler leeding off in the discussion. He commended the paper highly and agreed with most of it. (This paper will be published in full in the WEEKLY.)

Mr. Blunt, Superintendent Goshen Schools, read a paper on "The Classics vs. The Sciences as Educational Factors." After stating the application of the proposition and the grades of schools where the classics and the sciences should be taught the real object of an education was discussed in relation to the class of schools implied in the subject. While mental culture is the chief end to be gained by study, knowledge is an important means. The central object of an education, he regarded, the individual. The popular idea of a practical education, he thought, was not a practical education in its true sense. What studies should be selected to secure the desired end. Langunge and literature give a broader culture than other branches of study. The advantages derived from the study of foreign languages and especially the classics were many.

The classics serve as a central study in developing the faculties of the mind. He elaborated to some length the reasons for considering the classics of first importance as educational factors and pointed out the practical utility derived from the study of the classics· The sciences are complimental as subjects of discipline, while the classics are fundamental. He thought mathematics served an important part in mental culture. The proper adjustment of the three departments of study—Language, Mathematics and Science—is likely to secure the best results. In educating, he thought, this one fundamental proposition should be held conspicuously before us: "What will best secure the harmonious development and action of all the mental faculties."

Following Mr. Blunt, Miss Emma Mont McRae, Principal High School Marion, read a very interesting paper on "The Kindergarten, its Objects, Methods, and Relation to the Public Schools." Miss McRae thought a child, of whatever natural capacity, needs nourishment adapted to its nature—it is weak and therefore needs to be helped to grow strong. A kindergarten is a garten for children. Before Frederick Froebel the idea of the development of the mind was entertained, but to him it was left to discover the best means for its growth. She thought it a difficult task to stem the tide of ignorance and prejudice, and many still look upon the kindergarten as a place for play merely. The fact that play is natural to childhood serves only as au argument against it. Through the medium of play did it seem natural that the child should grow to be strong? Having this in mind, Froebel furnished the kindergarten gifts. What, gifts! What a revolution to the hungering minds of the little ones. But what of these gifts What is their significance? Are they for amusement simply? Are the colored balls, the sphere, cylinder and cube, the various forms mere playthings that may happen to awaken thought in the little mind? Are they haphazard forms that mean nothing? Rather they are the means of leading the child to appreciate color, size shape and number. That the time is not coming, it has already come when it will be demanded by the needs of modern life that a skilled hand accompany a trained mind. The demand for an industrial education is a just one and will make itself felt more and more until it can no longer be ignored by any who have the good of society at heart. That the competing agencies required greater skill, and the individual to be fitted for the work must come in contact with these agencies. She looks to the kindergarten to lay the basis for industrial pruning. That the establishing of the kindergarten as a part of the school system will enable public education to keep pace with the demand of the times. From an economic standpoint a school corporation cannot afford to refuse this means of obtaining skill in the other departments of the school work. The principles of education are universal in their application. That kindergarten training offers a solution to "what shall be done with dull pupils?" It is a mistake to suppose that this transitional stage between the home and the school is to be wholly distinct from both. The kindergarten should have something of the school and the school have much of the kindergarten. The paper was an excellent one, and elicted a lively discussion.

The paper was ably discussed by Miss Carrie B. Sharp, Principal Westminister Home School, Fort Wayne.

Miss Sharp said, though so called kindergartens are found in every town, the real kindergarten exemplifying the ideas of Froebel is rarely seen. The kindergarten is destined to play an important part in our educational system. But as Froebel's system must be carried out faithfully in all its strictness to insure success, we must adopt his plan as a whole and carry it out without violating its fundamental principles if we would accomplish anything by it, and as America is a land of dabblers, there is great danger in attempting to embody the kindergarten in our public School system. As most children learn the nursery at three and are prohibited by law from entering school until six, here are three of the most important year of the child's life wholly unoccupied--years to which the kindergarten gifts and occupations are especially adapted. It seems, therefore, that the change most needed is not any attempt to modify or improve primary instruction by the introduction of more or less of kindergarten methods, but rather to pospone entrance to the primary school one year, and give the child two or three years in the kindergarten before entering the primary school. Surely we cannot afford to neglect the establishment of public kindergartens, but let us beware how we introduce so called kindergarten methods into our primary schools. The one seems a way of life but the latter the way of death.

The Nominating Committee reported the following officers for next year:

D. W. Thomas, Wabash, President; Mrs. Goodwin, Kendallville, Vice President; T. J. Sanders, Butler, Vice President; W. Irelan, Burnettsville, Treasurer; D. W. Luke, Ligonia, Secretary.

EXECUTIVE COMMITTEE:

T. B. Swartz, Elkhart, Chairman: P. A. Allen; Bluffton; O. J. Craig, Lafayette; Miss F. Carpenter, Mvncie; Mrs. E. M. McRae, Marion.

The committee on resolutions reported as follows:

Resolved, 1. That we realize and appreciate the advantages offered by this annual gathering of the teachers of Northern Indiana to discuss questions of importance in their work; that we feel encouraged by the very material increase in attendance at this meeting, and that we will use our best efforts to perfect and enlarge our association.

Resolved, 2. That we recognize in the promotion of a taste for good literature an important means of cultivating the mind and hearts of our pupils, as also of fitting them practically for the responsibilities and duties of life, and to this end we urge that more thought be given to this subject by teachers generally.

Resolved 3. That the thanks of this association be extended to Presidents Lemuel Moss and Jno. B. Angell, for their instructive addresses; to the Island Park assembly for their kindness in extending to us the use of their buildings and grounds; and to the various railroads for courtesies in the reduction of rates.

E. E. SMITH,
P. A. ALLEN, } Com.
J. M. OLCOTT,

The report was unanimously adopted.

It was ordered by the association that the next annual meeting be held at Island Park. The time to be fixed by the Executive Committee. The Executive Committee were instructed to arrange next year's programme with the view of having four days, half day and evening sessions.

D. D. LUKE, Sec'y.

Facts, Figures and Personals.

Gov. Porter has gone to Chautauqua.

Jas. R. Hart goes to Thorntown as Superintendent.

Cyrus W. Hodgin is making the Richmond Normal School boom

A. F. Knotts, of Ladoga, advertises an Ideal School in this issue. See page 12.

The Madison Co. Normal School opened July 14, for a term of six weeks. Supt. Dale J. Crittenberger is in charge.

C. P. Doney has resigned the principalship of the high school at Logansport on account of ill health. He has gone to Minnesota to recruit.

The resignation of H. S. Tarbell, Superintendent of the Indianapolis Schools, has been accepted. His successor has not yet been named.

Mr. and Mrs. Dennis leave Bloomingdale Academy this year much to the regret of the friends of that institution. Both of these excellent teachers take work in Earlham College this year.

J. W. Caldwell has been elected superintendent of the schools at Huntington. Mr. Caldwell is well known in Southern Indiana as an efficient officer and a good teacher. He will make an impression at Huntington.

Elkhart has erected a new High School building this year, with complete accommodations for manipulatory science work and other apartments of a High School. Mr. Swartz remains as Supt., and Mr. Phillips, Principal of the High School.

The Rockville Normal is in full blast. Superintendent Elson is assisted by Prof. Hadley. The attendance is not quite so large as last year, but the work is thorough, regular and consecutive, hence very effective. It is a good summer normal.

Mr. Hadley has been elected superintendent of the Rockville Schools. Mr. Hadley was educated at the Illinois Wesleyan University at Bloomington. Mrs. Frank Howard will have charge of the high school. Rockville employs nine teachers. The schools are well organized.

Prof. Langdon S. Thompson, of Purdue University, is in receipt of official notice of the fact that the trustees of Marietta College have conferred upon him the honorary degree of Master of Arts, which fact was publicly announced by the president at the commencement exercises. An honor most fittingly bestowed and worthily earned.—*Lafayette Leader.*

The Tri-State Normal College at Angola, Indiana, of which we have made mention more than once, has an enrollment of over sixty and fair prospects of having as high as one hundred for the first term. The commercial and musical departments are well attended. The literary department is flourishing. There are two literary societies, both doing good work. Pres. Kircher will make the school a success.

Answer to "Correction."

The *critic* of June 28 should *correct* his "correction." The "$2\frac{1}{2}$" in *his* question is $2\frac{1}{3}$ in the actual list furnished by the Board. The question does not require what each has *under certain conditions*, but "*what has each?*" is plainly asked; and each has the same, $32.50, an answer susceptible of the clearest proof. C. C.

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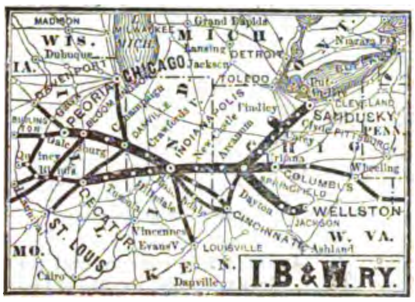

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Louisville	Lv	7.00 “	
North Vernon	Lv	9.20 “	
Rushville	Lv	11.25 “	
Connersville	Lv	10.10 “	
Cambridge	Lv	10.47 “	
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 “
Hartford	Lv	1 54 “	8.27 “
Montpelier	Lv	2.17 “	8.47 “
Bluffton	Lv	2.42 “	9.17 “
Kingsland	Lv	3.07 “	9.31 “
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 “	6.28 “
Bluffton	Lv	12.14 p.m.	6.43 “
Moutpelier	Lv	12.47 “	7.12 “
Hartford	Lv	1.07 “	7.30 “
Muncie	Lv	1·50 “	8.10 “
Indianapolis	Ar	5.50 “	10.35 “
New Castle	Ar	2·41 “	9.06 “
Cambridge	Ar	2.15 “	
Connersville	Ar	3.52 “	
Rushville	Ar	4.00 “	10.05 a. m.
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Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville........ "	2.47 "	4.42 "	5.32 "
St. Louis.......... arr.	5.00 p.m	7.30 p.m	7.30 a.m

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IV.—School Government.

V.—"The New Departure in the Schools of Quincy." By C. F. Adams, Jr.

Dr. A. D. Mayo says in the *New England Journal of Education*, Jan. 10: "Although we have given place in our book-notice column to an appreciative mention of the volume, 'Development Lessons,' a new reading seems to call for a new commendation of this admirable guide to teachers. Mr. De Graff needs no special 'boom' as a first-class institute man, and his abstracts of lectures in part III, sparkle with valuable suggestions. In no published work is Col. Parker really seen to such advantage as in the 'reports of conversations' with him in Part II., which can be studied with profit by every teacher. But perhaps the most complete portion of this admirable book is the 178 pages of lessons on the Senses, Size, Form, Place, Plants and Insects, by Miss M. K. Smith, now Teacher of Methods, in the State Normal School, at Peru, Neb.

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Corrected to Feb. 17th, 1884.

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Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive				
Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 15 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 57 ..	3 32 ..	8 57 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	12 52 p m	....	12 37 a m	....
Steubenville	5 09 ..	....	4 24 ..	....
Wheeling....	6 32 ..	....	8 02 ..	....
Pittsburgh ..	7 02 ..	....	6 17 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

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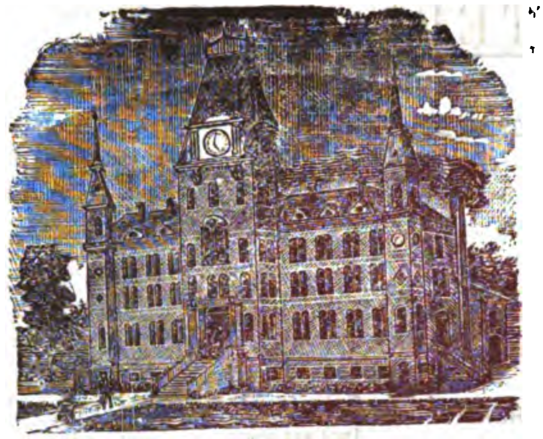

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VOL. III INDIANAPOLIS, INDIANA, JULY 26, 1884. No. 2

Current Events.

Spain will sell Cuba if she gets a good offer.

Another plot to blow up the Czar of Russia has been discovered.

The pope has given 20,000 francs for the relief of the cholera sufférres.

From all points comes the welcome news that the wheat and corn will yield excellent crops this year.

The first message over the Bennett-Mackey cable was received at Rockport Sunday night, from Paris.

Bismarck has ordered the engineers to hasten the preparation of plans for a canal from the Baltic to the North sea.

The cholera still continues its progress unchecked Strenuous effort to prevent its reaching New York is being made.

The number of boys in the Ohio Reform School is 419 An effort is being make to establish a school of technology under act of the last legislature, which appropriated $5,000 for that purpose.

The Washington monument has reached a height ot 488 feet, which overtops by one foot the Cathedral at Rouen, leaving but one higher structure in the world–the Cathedral at Cologne, which is 525 feet high.

The Greeley relief expedition was successful in it searchs the remains of the party, including Lieut. Greeley having been found and brought home. Sixteen of the twenty five perished from hunger and cold.

The bricklayers and their co-workmen were successful in New York in their strike for nine hours as a day's work. The builders' association, however, stands out and so the movement was only partially successful.

The July meeting at Chautauqua in full operation. The School of Languages and Teachers' Retreat are fully attended. The departments of instruction and number of professors are greatly in excess of previous years.

A scheme is on foot to recognize Fletcher & Sharpe's bank which failed last week by constituting the depositors stock holders. Mr. Ingram Fletcher is proposed as manager. Harrison's bank of Indianapolis suspended last week, and the Richmond National bank on Monday.

The National Convention of prohibitionists met at Pittsburg on the 23d. It is said to have been the largest anti-whiskey convention ever held.

The National Conference of Independents was held at New York on the 22d. Blaine and Logan have submitted their letters of acceptance to the public.

Mr. William E Curtis, Washington correspondent of the Chicago Inter-Ocean, has been appointed by the president as secretary of the commission to inquire into the commercial relations between the United States and the countries of Central and South America, with a view to extending our commerce in that direction.

It is officially announced that China has given France the first measure of satisfaction. The Chinese Imperial Gazette of the 16th published a decree in accordance with the terms of the convention of May 11th. In this decree the emperor orders the Chinese troops to evacuate Laoki, Langson and Cao Bang and with draw to this side of the passes leading to Yun Ran, Kwang Ton and Kwang Si. The evacuation will be completed within a month.

The trades union in favor of the Franchise bill made an imposing demonstration in London on the 21st. The processon reached from the Thomas embankment to Hyde Park. The London Telegraph says: "The demonstration of trades union at Hyde Park was the most remarkable and imposing witnessed during Victoria's reign. Over one hundred thousand men marched in procession, with adecorum rising to dignity. It will not do for the peers to mock or undervalue its peaceful, simple methods, or decry it as a paid show."

The Police of Warsaw, Russia, have seized 500,000 roubles and numerous proclamations printed in the Russian and and Polish languages, intended for circulation throughout the empire in the event of the designs against the Czar on his recent visit to Warsaw having been successful. Two terrorists were arrested in Moscow, in whose possession were found large sums of money and dynamite bonds Since the coronation of the Czar, Moscow has been the seat of the executive committee of the nihilists. A state of siege will be proclamed at Warsaw. The governor general and chief of police will be removed. The newspapers say that Russia and Germany propose the adoption of an international convention providing measures for the suppression of dynamiters.

State Board Questions for June.

Arithmetic.

1. What is the difference between numeration and notation? Between the English numeration and the French?
2. What is discount? What is the difference between true discount and interest?
3. What is a right angled triangle? How is its area found?
4. In how many and what ways may the ratio of two numbers be expressed? Illustrate.
5. A man loaned $800 for two years and six months, and received $90 interest; what was the rate per cent.?
6. A man travels from Halifax to Chicago; his watch shows 9 A. M., while the time at Chicago is 7 hours, 24 minutes, 24⅔ seconds, A. M. The longitude of Halifax being 63° 30′ 40″ W., what must be the longitude of Chicago?
7. Find the amount of $3,032,90 for 7 months, 7 days at 7%?
8. What principal will produce $17.78 interest from Jan. 10, 1872, to March 13, 1872, computed by days at 4%?
9. Two-ninths of A's money is equal to three-fifths of B's, and both have $222; how much has each?
10. How far from the fulcrum must a person weighing 160 lbs, stand to balance a weight of 1,200 lbs., 2 feet, 8 inches, from the fulcrum?
11. A garrison of 1,800 men has provisions to last 4½ months at the rate of 1 lb., 4 oz. a day to each; how long will five times as much last 3,500 men, at the rate of 12 oz. per day to each man?
12. Extract the square root of 91 to four places of decimals.
13. A rectangular field is 84 rods long and 63 rods wide; what is the side of a square field of the same area?

The applicant may select ten questions.

Theory of Teaching.

1. Why should the teacher have a knowledge of mental science?
2. Name the three general forms of mental activity.
3. Why should primary instruction appeal chiefly to the memory?
4. What is the word method of teaching reading?
5. What is school government?

Reading.

1. What object should you hold prominently in view in teaching reading?
2. What should pupils be required to do in preparing a reading lesson?
3. Give your method of teaching reading to a second reader class.
4. What kind of sentences should be rendered in an aspirated tone? What kind in a monotone?
5. What are the uses of punctuation? Give illustrations.
6. Read a selection given by the Superintendent. 50.

Grammar.

1. Name and give examples of the different kinds of modifiers which may belong to the predicate noun.
2. Give examples of all the uses a pronoun may have in a simple sentence.
3. Define a compound sentence and state in what it differs from a simple sentence.
4. Define a clause. Write a sentence containing a substantive clause.
5. Analyze the following:

   "Fair hangs the moon and soft tho zephyr blows,
   While proudly riding o'er the azure realm,
   In gallant trim the gliding vessel goes."
6. In what does the participle differ from the infinitive? In what are they alike?
7. When is a collective noun in the singular number? When in the plural number? Give examples.
8. What cases has the compound personal pronoun? Give examples of each.
9. What are the different methods used in comparison of adjectives? Give examples of each.
10. How is the passive voice of a verb made?

U. S. History.

1. Tell the story of the settlement of Rhode Island.
2. What connection did the Colonial wars have with the Revolution?
3. What was the general view in England of the Revolutionary war in its earlier stages?
4. Who were the commissioners to France that excited that country to aid the patriots? 5, 5.
5. Why were the Articles of Confederation unfitted to secure a permanent federal union?
6. Tell the story of Citizen Genet.
7. Under what President did the first Southern States secede? How was war actually declared in the civil war? 5, 5.
8. What evidence have we that in seceding the South simply carried out a project for which they had long been preparing?
9. What was the great importance of the Mississippi river during the civil war?
10. In what did the action of the United States toward the defeated South differ from the conduct of all other nations?

Geography.

1. Into how many classes is mankind divided in regard to social condition?
2. Name four peninsulas of Southern Europe.
3. Where are the following rivers, and into what waters do they flow? Irrawaddy? Colorado? Zambezi? Yukon? Loire?
4. What water boundaries has New York?
5. Name the five seas tributary to the Mediterranean.
6. To what systems of inland waters do the rivers of Indiana belong? What prevents all the waters of Indiana from belonging to one system?
7. What divisions are separated by the Missouri river? What are divided?
8. Name the ten largest cities of the United States in the order of their size.
9. What rivers on the boundary of Texas?
10. Define foreign commerce, domestic commerce, exports, imports.
11. Describe three trans-continental railroad routes in the United States.
12. Locate Munich, Bologne, Prague, Trieste, Jerusalem.
13. How would you teach a class the reason for the variation in the length of day and night?

The applicant may select ten questions.

Physiology.

1. What is the relation of mental activity to health?
2. Make a diagram showing the bones of the arm and hand.
3. How do the intestines of herbivorous and carniverous animals differ.
4. What is the function of the pancreatic juice?
5. What is fermentation?
6. Describe the relative positions of the trachea and œsophagus.
7. What is "heart-burn?" How caused? 20 pts., 5 ea.
8. Describe the liver and its functions.
9. Describe the lacteals.
10. Is the air at night less healthful than during the day? Why?

2 points, 5 each

Penmanship.

1. Give two rules for the proper position of the body.
2. Write the letters which are one space in height.
3. State your method of distributing the copy-books, preparatory to a writing exercise.
4. What is your method of teaching children of the first year grade?
5. Write the small letters in which the first principles is used.

NOTE.—Your writing in answering the above questions will be marked 50 or less.

Orthography.

1. Define syllable, accent, consonant, monosylable and aspirate.
   5 points, 4 each
2. Define the following words: Carat, pistil, mussel, choler and horde.
   5 points, 4 each.
3. Correct the wrong use of words in the following sentences:
   a. Throe physics to the dogs.
   b. The Senate holds its cessions in the capital.
   c. The tracked of land is called a dessert.
   d. Satyr is a weapon that must be used with care.
   e. The golden alter which was before the thrown. 20
4. Accent the following words and indicate the proper pronunciation by the use of diacritical marks: Ducat, weight, seine, comparable and disputant.
   5 points, 4 each.
5. Give the proper marking to represent all the sounds of the letters, a, e, i, o, u, and illustrate each. 20.

Pedagogics.

What Should be Eliminated from the Course of Study in our Graded Schools?

R. A. CHASE, PLYMOUTH, IND.

II.

[Paper read before the Northern Indiana Teachers' Association.]

There are certain subjects of study which are of value chiefly for the discipline they afford. Others are properly termed practical studies. Without raising a question how far practical studies should enter into a liberal education, I shall assume, in this discussion, what, I think, will not be denied, that the value of a disciplinary study, after all, consists, fully as much in the manner in which it is taught as in the study itself; in other words, that a so-called practical study, thoroughly taught, and upon practical principles of mental development, will afford better culture than a purely disciplinary study taught superficially.

With what I regard as the true purpose of the public school in mind, without any wish to write myself down as "an old fogy" and realizing too well that I am decidedly out of fashion, as a course of study that will furnish the best training for the children of the masses, and will most completely fulfil the design of the framers of our State constitution, I propose the time-honored curriculum—the three R's,—Reading, Writing and Arithmetic.

I. Reading.

Reading is the key that unlocks the door to all knowledge. The intellectual wealth of to-day has not been obtained by the research of this age, but is mainly the heritage from other ages. It is locked up in books. He that can read carries the key that unlocks the storehouse wherein is deposited, of the treasures of the ages, all that has escaped the wreck and ruin of time. A taste for reading is a passport that introduces the meanest of the land into the society of the great and good of all generations, and the beggar in rags may hold sweet converse with princes and nobles in the realm of mind.

I deem it no exaggeration to say that, at least, one-third of the time in school should be spent in the read- ng class. Through the medium of the reading class hould be taught the subjects of geography, history nd civil government, and all text-book instruction in hose studies should be discarded.

How much of the details of local geography which he pupils are required to memorize, will they remem- er? Is there any practical value in conning such a ass of information, so soon to be forgotten? Will ny one contend that it is valuable mental discipline o load the memory with such lumber? Can any one ll a reason why a school boy in Maine should be re- uired to learn that Kendallville, South Bend and Mich- an City are flourishing towns in Northern Indiana, d not as well that the Assembly Hotel, Island Park ouse or Spring Beach Hotel are comfortable and ylish hostelries at Island Park, or Spriggs, Tompkins and Bufium, enterprising grocers, at the same sylvan retreat?

By the reading of books of travel and adventure, illustrated by pictures and stereopticon views, explained by maps and charts, this the dryest study, would become the most interesting, all that is of permanent value would be retained, and we should no longer have pupils asking such questions as this; "Why is Greenland so named when it is red on the map?"

By a trip from Boston to San Francisco, a child would learn more of his native land than by years of devotion to that fetich of the school room, the geography book. Few pupils can take such a trip in person. Give them the next best thing,—a trip by proxy. If they cannot see the grand things of nature and the beautiful things of art with their own eyes, let them look through the eyes of others; of those whose vivid language paints word-pictures almost like life; nor tie them down to the portable information of these Wemmicks, the compilers of our text-books. Dry husks will support life in a ruminant; human beings need a more juicy diet.

If there is any subject that needs to be looked at from every possible point of view, it is an historical subject. Even when we have used all means of information, have heard the account of every eye-witness, how vague, how incorrect our conception of an event. He is a foolish, as well as an unjust judge who bases his verdict upon one side of a story; yet we are doing something very much like this when we exalt Mr. Swinton, or Mr. Quackenbos, or Mr. Ridpath to the position of umpire, and confine our pupils to his version of the disputable events of history. An author whose writings are at all vigorous, must be something of a partisan, and hence we need to consult the works of many historians if our ideas are to be any thing but narrow.

What shall be said of that atrocity—the permitting pupils to memorize the words of a text-book in history? Such treatment may turn out historical almanacs, but those pupils will never catch a glimpse of the philosophy of history. To them the "Story of Liberty" is but the story of a king trying to make his subjects buy stamps. They never reach a conception of that "unceasing purpose that thro' all the ages runs." They never see that within this tossing, tumultuous sea of humanity, there is a living force that gives direction to the currents of history. If the conflict for rational liberty is ever won, it will be only when the aspirations of the future are linked to the victories of the past by the intelligent action of the men of the present who discern that the campaign is not to be fought in one country or in one generation.

What a glorious opportunity for the correct teaching of history does the reading class afford; and what magnificent material for the reading class does history furnish? We bewail the decay of patriotism. It is openly charged that the schools are deficient in moral training. Some even go so far as to suggest a regimen chopped-feed of morals, with the religion carefully picked out of it, and given in measured doses. But here is a chance to present the strongest possible incentive to a noble life—the example of a noble life itself. Lives there a lad with a soul so dead that he would not be moved with the loftiest impulses as he reads of heroes and patriots, who, on the field and in the forum, have served their country, and made an undying name?

By such study of history, the habit of research would be formed; ideas and aspirations would be broadened; the fires of patriotism would again be kindled; and in time, every sovereign in this land would realize his birth-right at its full value.

Practical Lessons.

Glenwood Leaves.

Our country possesses, it is said, the best and the worst school text-books in the world. Between these two classes are many books of indifferent merit. A text-book possesses authority just so far as it is itself based on authorities. A statement which is incorrrect does not become correct by being unwisely inserted in a book. It is the province of text-book writers—not to manufacture facts, but to ascertain and present facts; not to make laws of language for the best writers and speakers to follow, but to ascertain and present the laws of language recognized by the best writers and speakers. We are to make the best possible use of our text-book; not to consider them as inspired and infallible, neither yet to undervalue them. When an error is discovered a clear, manifest, and indubitable error, it should not be treated otherwise than as an error, wherever it may be found.

* * *

A very singular thing to account for is the use of the supposed word "frustrum" for the word *frustum*, in the work our geometries and arithmetics. "Frustrum" never is correct, never was correct, never will be correct. The word is now generally written in its proper form,. but is still mispronounced by very many teachers and pupils. Who first inserted the *r* in writing or in speaking the word, it is impossible to say. However the error originated, it became very common. The fact that teachers gave the sound of *r* when the word was correctly spelt before their eyes, and continued so to pronounce the word through years of school life without noticing the error, shows us how susceptible we are of being influenced by habit.

* * *

But probably the most unaccountable of all things of this character is the use of a stupid piece of pigeon-English handed down in our mental arithmetics. If apples cost two cents apiece, how many could you buy for ten cents? A natural answer to this query is, I could buy as many apples as the number of times two is contained in ten." Omitting "the number," for the sake of brevity, we may say,—"as many apples as the times two is contained in ten." The old formula gives the noun "times" without any article and places it where it makes no sense whatever. *As many as two is contained times in ten*—thus it is actually written in many of the books. There are very few children who are not at first knocked senseless by it. What it can mean is a difficult question for them. The more you study the expression the muddier it grows. Doubtless it was first used by some foreigner, though of what nationality it is difficult to surmise. Comparatively few teachers now allow its use, though it has inadvertently crept into our very best text-books in mental arithmetic.

* * *

Geographies are not authorities on questions of grammar. It is to be regretted that often too little attention is paid by the writers of these books to the importance of correct expression. From the language of many of our text-books one would infer that the best authority requires a singular verb after the expression *the United States*; as, the United States *is* at peace. But can it be shown that the best authority favors only the use of a singular verb? Webster's Dictionary sustains the use of the plural verb. It says "the United States are often called the Union." The Constitution sustains the use of the expression as a plural noun. It says, "No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under *them* shall," etc.

In like manner has the expression been used by every President from Washington to Arthur—Federalist, Whig, Democratic, or Republican. Thus has it been used by those masters of English,—Daniel Webster, Charles Sumner, Wm. H. Seward, Edward Everett, Abraham Lincoln—in fact, by all the leading public men of America up to the present time and thus is it used by the most of them at the present time in the language of our statutes. Such is the usage of our best authors. Moreover, until within comparatively a few years ago scarcely a man, woman or child in the United States was known to vary from such usage. If the Dictionary is of no authority in this matter, if the Constitution is of no authority, if the language of the acts of Congress is of no authority, if the best authors of our literature in all its branches are of no authority let us know what is supposed to *be* authority in this matter.

I heartily appreciate the motives of those who hav urged the change as a vindication of the integrity of th nation. But out of respect for the integrity of the na tion the opposite course may be taken. Surely th integrity of the nation does not require to be uphel by what many believe to be false syntax. The use the verb in the plural number is a matter of *gramm* '—not of science of government. To say that the Unit States are not a league, that they constitute an u divided and firmly cemented nation, seems both te ble and natural; to say that the United States "is" a league, but "constitutes" an undivided nation, see to many to be strained, unnatural, and weak.

such, this true and loyal sentiment would seem better expressed as Lincoln would have uttered it. At all events I think that pupils should be *allowed* to use the form of expression authorized by the Dictionary and by the other authorities mentioned.

✓ Instruction in U. S. History.

E. E. SMITH, PURDUE UNIVERSITY.

METHODS AND AIDS—(CONTINUED).

2. *Reference Books.* Truth is like a cube—perfect but many-sided. No one, from whatever standpoint, can see all sides of it. In presenting it, a writer presents that which is seen from his point of view. Hence any one historian's statements are imperfect. A prudent teacher will be wary of giving them always as unquestioned or the whole truth.

The facts or views of the author are to be taken *cum grano salis* for another reason: Every author wears colored glasses when he writes. Aiming to be impartial, he yet has certain ends or purposes to develop, and his facts are insensibly hewn with the trowel to make them fit into the masonry of his ideal building.

It is, therefore, of the utmost importance that both teacher and pupil have *and use* other sources of information than the text-rook in use in the school. And just here it is to be again urged that the teaching of history is an eminently practical work. It involves such exercise of the mind as must develop intellectual power, it gives facts which are useful both for illustration and precedent, and it discloses those forces, operative through men and things, which are gradually changing the face of the earth and the character of its inhabitants.

Now, the student of history, to catch fully the drift of an age or the bearing of an event, must use, besides reflection, as many sources of suggestive information as possible. These may consist of (1) *other histories* than the one in use by the class, each pupil being encouraged to secure and read these; (2) *cyclopedias*, such as the cheap editions of Chambers' Cyclopedia, Zell's Condensed Cyclopedia, The People's Cyclopedia, Webster's Unabridged Dictionary, for things; Lippincott's Universal Biographical Dictionary, for persons; and the same house's Universal Gazetteer, for places. (3) Interesting biographies—such as Weem's Life of Marion—are of very material service for several reasons: They give reality and zest to the facts by mingling enough fancy with them to make them attractive without destroying their reliability: they encourage admiration of worthy characters, directly, and of the principles to the securing of which these lives were employed, indirectly; and they awaken in the student a fondness for a kind of literature which, if not positively strengthening, is at least very instructive and harmless. (4) Bound volumes of magazines—such as Harper's and Scribner's—containing many very useful and very entertaining articles of a historical character, often well illustrated. For instance, in Harper's, may be found the following:

1. The Printing Press in connection with "The Boston News Letter," Vol. XI., p. 466, also in Vol. XXXVII.
2. The attack on Baltimore, 1812. Vol. XXVIII.
3. Life with the Esquimaux. Vol. XXVIII, Illus.
4. Adventures of early settlers of New England. Vol. XV, Illus.
5. George Rogers Clark. Vol. XXII.
6. Colonial Progress. Vol. XLIX.
7. "Glimpse of an old Dutch town." Vol. LXII. Ills.

In Scribner's Monthly may be found the following:

1. How we escaped war with Spain. Vol. I.
2. The Mormons and their Religion. Vol. III.
3. Farragut in Mobile Bay. Vol. XIII.
4. A trip with Lincoln, Chase and Stanton. Vol. XVI.

Often these magazines may be found at the homes of the pupils, or in some neighboring library to which they may gain access, and the few articles to which we have referred indicate what may be found by digging in these mines.

(5) Historical novels, such as those of Scott, Bulwer, Cooper, etc., are also of value because of the *reality* given to historic characters, and because of the knowledge of the customs, institutions, manners, and other surroundings amid which the related events occurred.

To make these things valuable, the teacher must labor incessantly. He must be something more than a machine in charge of machines—must use judgment, tact and enthusiastic leadership. His rallying word must be "come," not "go," and his methods should be such as will aid the pupil in his investigations, observations and inferences. This would require on his part: (1) References to various books likely to be within the reach of his pupils; *(2) teaching by topics, not by routine or rote; (3) leading the pupils to study facts and people in their relations, not as isolated, meaningless and orphaned things; (4) a frequent and careful searching of the reference books by the teacher himself, so as to indicate just where the right information may be obtained by the pupil, who may be skillfully led to a knowledge, first, of what is in books, and secondly, of how readily to find in them that which he is seeking.

(To be Continued.)

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*Suppose the topic to be discussed is "Whitney's Invention of the Cotton Gin." The subject may be outlined somewhat in the following form, references given, and then left for investigation with a view to discussion by the class:

a. Circumstances under which this invention took place—
  Lippincott's Biographical Dictionary. Art. "Eli Whitney."
  Chambers' Cyclopedia— " " "
b. Effects of the invention.
  1. Upon the growth of slavery—
    Draper's Civil War in America, Vol. I, pp. 300, 303.
    Bryant's History United States, Nol. IV, pp. 106, 261.
    Ridpath's " " " p. 304.
    Barnes' " " " p. 172.
  2. Political effect.
    Draper's Civil War in America, Vol. 1, p. 299.
    Eidpoth's Hist. U. S., p. 304.
  3. Commercial effect.
    Eclectic History of the U. S., p. 201.
    Appleton's Cyclopedia.
    Zell's Condensed Cyclopedia.
    Draper's Civil War in America, p. 299.
  4. Illustrations of
    Harper's First Century of the Republic, p. 61.
    Cyclopedias, Art. "Cotton."
  5. General articles upon:
    Harper's Magazine, Vol. LXIII, and Vol. VIII.
    Atlantic Monthly, Vol. XL.
    Hunt's Merchants' Magazine, Vol. XVI.
  6. Other effects which may have suggested themselves to the pupils.

Outline of a Course in Arithmetic.

JAMES BALDWIN, RUSHVILLE, IND.

TWO.—(*Continued.*)

V. To teach that $2\times1=2$ and that $1\times2=2$.

"I clap my hands once, and once. How many times did I clap?"

"I make one mark, and again I make one mark. How many times did I make a mark?"

"Write $1+1=2$: How many times did you write 1?"

"Two times one clap are how many claps? Two times one mark are how many marks?"

"I will show you how to write two times one are two: $2\times1=2$."

"Instead of writing the word *times* we make the sign ×, which is easier and means the same."

Let the pupils make the sign × on slates, with sticks, with their fingers.

Illustrate $2\times1=2$, until understood.

"I clap two times together; I lay two cents at the same time upon the table; I make two marks at one time on the blackboard."

In this manner illustrate $1\times2=2$.

Examples: "John has one marble, and James has two times as many. How many marbles has James?"

Give similar examples until they are understood. Let the pupils make up examples.

VI. Slate Work: Let the pupils copy the following numbers and fill up the vacant places.

1 + 1 = .   2 — = 1.   2 × = 2.
+ 1 = 2.   2 × 1 = .
2 — 1 = .   1 + = 2.

VII. Memorize thoroughly; $1+1=2$;

$2-1=1$; $2\times1=2$; $1\times2=2$.

VIII. Practical Work: "Here is a stick one inch long. Make a mark on your slate one inch long.

"I give you each two sticks, one inch long. Place the sticks together at the ends so that they will look like one stick only. How long are they taken together? Then we say 1 inch and 1 inch are 2 inches. Write it."

"Here is a stick one inch long; and here is one twice as long. How long is the longer stick. Then we say two times (or twice) 1 inch are 2 inches. Write it."

"Here is a strip of paper two inches long; I cut off one inch and throw it away. How long is the part left? Then we say 2 inches less 1 inch is 1 inch. Write it."

Let the pupils practice drawing lines on their slates one inch, two inches long until the value of an inch is well fixed in their minds. Let them cut strips of paper one inch, two inches long; select sticks one inch, two inches long. "Find, on your rulers, one inch, two inches."

THREE.

I. The value of the number three: Let pupils see three objects of the same kind in the room.

Let three pupils stand.

Let pupils clap hands three times; place three sticks on their desks; make three marks on slate or blackboard.

Let them draw a three cornered figure, thus, △.

"A figure with three corners and three sides like this is called a *triangle.*"

Let pupils construct triangles with sticks. From a box of pasteboard forms, let them pick out the triangles.

"Make three dots on your slates; three stars; three rings."

"How many blocks have I here?" (One), "And here?" (One), "And here?" (One).

"Then one and one and one are how many?"

"Write it. I will show you how to make the figure 3. Now we have it.

$$1+1+1=3$$

"How many have I here?" (Two). "And here?" (One). "Two and one are how many?" "Write it."

In the same way illustrate $1+2=3$.

$$1+1+1=3.$$
$$2+1=3.$$
$$1+2=3.$$

Make up examples to suit these expressions; require the pupils to make up similar examples.

II. "Three is how many more than two? How many more than one?"

Illustrate by means of objects.

"Here are three boys and two girls standing by my desk: How many more boys than girls?"

"Here are three girls and one boy standing by my desk: How more girls than boys? Then three is how many more than one?"

Continue such illustrations.

III. To teach $3-1=2$.

"How many balls have I here? (Three.) I take one away; how many are left?"

"Then three balls less one are how many?" Write it. I will show you how. $3-1=2$.

Show also that $3-2=1$.

Illustrate sufficiently with marks, stars, rings, etc., until thoroughly understood.

Examples: "I had three apples, and ate one of them. How many had I left?"

"I had three marbles, and sold two of them. How many had I left?"

Make up other examples.

IV. Practical Work: "Here is a stick three inches long. Here is another two inches long. How much longer is the first stick than the second?"

"Here is a stick one inch long; and here is a stick three inches long. How much shorter is the first than the second?"

"How many sticks one inch long will be equal in length to a stick three inches long?"

"Draw a line three inches long. Draw three lines, each three inches long. Draw a triangle, making each side one inch long. Form a triangle with inch sticks. From a triangle with three inch sticks.

V. Slate Work; "Fill out the following, copying the whole work neatly on your slates—"

(a) 3 — 1 = .   (d) 1 + 1 + 1 = .   (g) 2 + 1 = .
(b) 3 — 2 = .   (e) 2 + 2 — 1 = .   (h) — 2 = 1.
(c) 2 + = 3.   (f) 3 — 2 = .   (i) + 1 = 3.

VI. Examples to illustrate the above:

(a) A man had 3 sheep, and sold 1 of them; how many had he left?

(c) I had 2 cents and my mother gave me enough to make 3. How many did my mother give me?

(d) Here are 3 boys; each has 1 book in his hand. How many books have all?

(e) I had 2 apples and my sister gave me 1 more. On my way to school, I ate one of them; how many had I left?

(f) John had 3 cents, and spent 2 cents of it for candy; how much had he left?

Make up other examples; let the pupils make up others like them.

(TO BE CONTINUED.)

National Educational Association.

The Annual Meeting of the National Association, which closed its session at Madison, Wis., July 18, was one of the largest meetings of the kind ever held. In fact it was too large. No place of meeting at all adequate for such a vast assemblage could be found, and hence the meetings were necessarily divided and of course somewhat unsatisfactory. The gathering was characterized throughout by its immensity. Not only was the crowd large but there were so many meetings, and all addressed by so many men and women of ability that it would be useless to attempt anything like an extended account in these columns.

The first meeting of the council was held July 10, Pres. E. E. White presiding. Reports on various subjects prepared by committees appointed for the purpose were presented during the sessions of the council and ably discussed. Those taking part were J. H. Hoose, Lemuel Moss, H. S. Tarbell, D. B. Hagar, T. W. Bicknell, W. H. Payne, W. E. Sheldon, Mrs. Pollock, John Hancock, Geo. P. Brown, F. Louis Soldan, J. B. Peaslee, J. H. Smart, Wm. T. Harris, G. Stanley Hall, and many others. Among the subjects of special interest, "Recess or no Recess," attracted no little attention. The sentiment seemed to be in favor of the old time recess, though the other side was warmly advocated by some very able debates. "Is there a Science of Pedagogics," was most warmly discussed. Dr. Harris presented the report and Profs. F. Louis Soldan and G. Stanley Hall led in the discussion. In general sentiment, the council very emphatically answered the question affirmatively. Prof. Hall said, the profession of Pedagogical education consisted of the development of the mind of the young child—a deepening insight into how the mind grows. The study of children ought to be the fundamental thing in the science of pedagogics. There were new methods among teachers in philosophy, as never before. There was now, in his opinion, a sufficiency of material facts to constitute a science of pedagogy. If a teacher were only well schooled in the history of education, and would put back of time the experience of the race, that would be considered the second important element in the work of education. The history of academics and learned societies—all these things were important as a part of the philosophy of education. We could do the greatest service to young teachers now, with the extensive knowledge which was possessed of the sciences of pedagogics. There was a solid basis for the teaching of pedagogics, and that chair ought to occupy a conspicuous place in all of the higher academics of learning.

It was asked what was the difference between the science of psychology and the science of pedagogics.

Prof. Soldan answered that psychology was not synonomous with pedagogics. Education was not applied to psychology. Psychology was simply a statement of facts. Education went beyond the mere statement of facts, and expressed educational aims in maxims.

DEPARTMENTS.

Department meetings were held as follows: School Superintendents, B. L. Butcher, President; Normal Schools, E. C. Hewitt, president; Elementary Education, F. Louis Soldan, President; Higher Instruction, J. L. Pickard, President; Industrial Education, C. W. Woodward, President; Art Education, L. S. Thompson, President; Froebel Institute, W. N. Hailmann, President; Music, D. B. Hagar, President.

THE MAIN ASSOCIATION.

The first meeting of the National Educational Association was held Tuesday evening July 15, being divided into three sections. Hon. J. C. M. Curry, Gen. John Eaton, Rev. A. D. Mayo and Col. F. W. Parker made the principal addresses. An immense mass meeting of the association was held on Wednesday morning at the entrance to the capitol in answer to the announcement that Gov. Rusk and Mayor Stevens were to formally welcome the teachers. After speeches by these gentlemen, short addresses were made by Dr. John Bascom, of the University of Wisconsin, Dr. D. B. Hagar, Gen. John Eaton, Hon. E. E. White and others, after which the President of the association, Thomas W. Bicknell delivered his inaugural address.

Wednesday afternoon was occupied with the discussion of Deaf Mute Education by Pres. A. Graham Bell. The evening address was by Major R. Bingham, of North Carolina, on Education in the South. The same subject had been ably discussed by Dr. Mayo, on the previous Sunday. At the Thursday morning session, two resolutions of importance were passed. The first recommended that the subject of industrial education be presented to legislatures and that exhibits showing its results be prepared in each State Capitol during the sessions of the legislatures. The other commended the action of the United States Senate in passing the Educational Bill, and urged its passage by the House of Representatives.

Indian Education was then discussed by Gen. S. C. Armstrong, of Virginia and B. A. Hinsdale spoke on "The Constant Element in Education." Thursday evening was Woman's Evening. Woman's Work in Education was the theme, and addresses were made by Mrs. May Wright Sewall, Mrs. Louise P. Hopkins, and Miss Frances E. Willard. In another section Mrs. Kellogg, of Boston, addressed a large audience on "Needs in American Education." An enthusiastic reception was held by

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THE FIRST ENGLISH GRAMMAR.

To William Bullokar, a school-master in the reign of Elizabeth, must be ascribed the honor of writing the first work on English Grammar. It was modestly entitled, "A Treatise of Orthographia in English, by William Bullokar, London, 1580." As everybody in those days wrote poetry, most of the rules and definitions in this book, as well as the preface, were delivered in metre. In 1586 was published "W. Bullokar's abbreviation of his Grammar for English, extracted out of his Grammar at large, for the speedy parsing of English speech, and the easier coming to the knowledge of Grammar for other languages. Imprinted at London by Edmund Bollifant, MDLXXXVI." Both books were printed in black letter, Old English, with many curious affectations of spelling, and novelties in type.

Ben Jonson's Grammar was not written until about forty years later, and was not published until after his death in 1637. It is entitled "The English Grammar made by Ben Jonson, for the Benefit of all Strangers, out of his Observation of the English Language, now Spoken and in Use." The preface to this work is remarkable for its brevity, and as it may not be without interest to modern readers, we transcribe it entire.

THE PREFACE.

"The profit of Grammar is great to strangers, who are to live in communion and commerce with us, and it is honorable to ourselves; for by it we communicate all our labors, studies, profits, without an interpreter.

"We free our language from the opinion of rudeness and barbarism, wherewith it is mistaken to be diseased: we show the copy of it, and matchableness with other tongues; we ripen the wits of our children and youth sooner by it, and advance their knowledge.

"Confusion of language, a curse, .
"Experience breedeth art, lack of experience, chance.

"Experience, observation, sense, induction, are the four triers of art. It is ridiculous to teach anything for undoubted truth, that sense and experience can confute. So Zeno disputing of *Quies*, was confuted by Diogenes, rising up and walking.

"In grammar, not so much the invention, as the disposition is to be commended: yet we must remember, that the most excellent creatures are not ever born perfect; to leave bears, and whelps, and other failings of nature." J. B.

GOOD BEHAVIOR.

A stranger coming in contact with any considerable number of boys and girls turned out from our public schools, would no doubt be astonished to observe how totally indifferent they are to the ordinary rules of politeness and good manners. This is more especially observable on the street. In more than one town in this State we have heard good citizens remark that they would almost as lieve encounter a mob, as meet a company of half-grown boys and girls going home from school. Now, this is not because of a lack of proper discipline in the schools; there, precepts are inculcated, obedience is demanded, a decent respect to superiors is required, and order and decorum are at all times maintained. But, once away from the teacher's watchful eye and controlling hand, a strange transformation takes place.

Both boys and girls forget that they have ever heard of the commonest courtesies of life; they are insolent in manners, and, when occasion offers, insolent in language. They swagger, jostle, stare you in the face, crowd you into the ditch. And this total lack of good manners follows them everywhere, save at school—it is painfully apparent even in a large majority of homes. They exhibit it in their free-and-easy manners, their remarkable self confidence, their disrespect for authority, their lack of courtesy towards their elders and superiors. There is no one who is not familiar with these evidences of bad breeding, and has not been annoyed by them.

It is true that there are some happy exceptions to the rule of general ill-manners, as there are always and everywhere exceptions. There are some youths who are habitually well-behaved because their home training has been good; and there are others who have become decorus in manners because they have learned at school that this is the proper thing, and they are naturally inclined to do right because it is right. But, upon the whole, we are obliged to acknowledge that the influence of the schools upon the outside behavior and conduct of pupils is surprisingly small. Two questions which teachers are seriously to consider, are these,—Whose fault is it that such a state of affairs exists? and, What shall we do to effect the desired improvement and reform? The reputation not only of our public school system, but of the American name, will depend largely upon our being able to make not only creditable scholars of our pupils but courteous, well-mannered gentlemen and ladies.

THE PENDULUM IN EDUCATION.

There is no doubt that many of the more thoughtful among our educators are beginning to acknowledge that for some reason or other, the system of instruction pursued in the graded schools has not produced all the good results that were at one time promised and hoped for. And there is danger that the educational pendulum, which has for years been swinging towards cast-iron formalism and brief nibbles at multitudinous knowledge-baits, will swing shortly back to the other extreme. Now the problem is, to find the golden mean—the center of gravity, as it were—and there establish a basis for our methods of school instructions. It appears to us that there ought to be, and is, a science of teaching and school management; and science, when once discovered, is forever the same—there is no pendulum movement about it. It is truth in the concrete. Who then shall find out the true science of school management, and especially the management of public schools? There are men who profess to have discovered this science; but, as a rule, they have done nothing more than pull the pendulum a little farther from the perpendicular; they have become so enraptured with their own theories that they imagine an acute angle to be a right angle, and forthwith cry out "Eureka!"

In the educational field, as well as the political, there have always been the conservative element and the radical element. Yet who shall deny that both are required to keep the world moving and in order? The one is the centripetal force, the other the centrifugal; the line of safety is between them; the more nearly they approach each other, the more nearly eternal harmony is attained. But is absolute eternal harmony desirable?

And so, the golden mean in school management, as in governmental affairs may never be found; the pendulum may never cease to vibrate; the science of education may never be satisfactorily established; the center of gravity may remain hidden; the exact truth, although eternal as God's word, may forever remain unattainable. But is there any reason why we should not continue seeking for that state of equilibrium which will produce the best possible results in our schools? If we find that we have rushed blindly into wholesale machine methods, ignoring the natural characteristics of our pupils and stultifying their intellects, let us see how many superfluous cranks we can remove without breaking down the entire structure. If we find ourselves and our school enclosed in a cast-iron formalism let us break out of it at once, and give to our pupils that freedom and that range of action which belongs by right to intelligent human beings. If, upon candid examination, we find ourselves controlling a kind of suffocating establishment instead of a school, let us proceed at once to remove the incubus and allow our pupils room to breathe the pure air, and to grow as God designated that they should.

And so the pendulum may approach more nearly the golden mean. J. B.

National Educational Association.

(Continued from page Seven.)

Gov. Rusk, at his residence, the same evening. A business meeting was held Friday morning. The kindergarten and musical departments were admitted as regular departments of the association. Officers were elected as follows:

President—F. Louis Soldan, Massachusetts. First Vice President—Thomas W. Bicknell, Massachusetts. Treasurer—N. A. Calkins, New York. Vice Presidents and Counsellors—same as last year.

Monseigneur Capel, the distinguished Anglo-Roman divine made a taking address. Resolutions of thanks to Secretary of the Interior, H. M. Teller, were adopted. A committee of fifty to represent the association at the Cotton Centennial Exposition was appointed.

At the evening session eloquent speeches were made by Dr. Mayo, and Monseigneur Capel. After the passage of resolutions of thanks, etc., and addresses by representatives of several States and Territories, the convention adjourned.

Thus closed one of the most remarkable conventions ever held in America—in some respects the most remarkable in the world. It is stated that not less than 5000 visitors were present. But not only in numbers was it remarkable. These people represented the moulders of the minds of future generations. The nation depends upon them for what it will be, as it owes to them and their predecessors whatever of good it is now accomplishing and whatever it has done in the past. The feature making it a great convention lies in the fact that every man and woman of the 5000—who seemed only a mite in the great crush at Madison—is in his or her home city a representative person, and in some sense a molder and leader of thought. Its doubtful if another

5000 who think so much and contribute so much to current theory and opinion as these teachers, could be gathered out of any other class of workers in the United States. The importance of the convention has not been and cannot be over estimated.

THE EXHIBIT.

An exhibit of such rare educational value as that shown at Madison is not a frequent occurrence. Some thoughts in regard to it are worthy a presentation in these columns and will be brought out next week.

NOTES.

Prof E. E. Smith, of Purdue University, made an efficient secretary and treasurer of the exhibit department.

Supts. Harvey B. Hill, B. W. Everman and John L. Shauck represented the County Superintendency of Indiana.

Purdue University undoubtedly took the premium for the best exhibit of industrial work, being far in advance of any other school represented. Her steam engine and power lathes were the objects of universal admiration.

A more beautiful spot for the location of an inland city than that selected for the site of Madison, Wis., would be difficult to find. The city occupies an isthmus between two beautiful little lakes. It lies in the heart of a wonderfully fertile country. A view from the dome of the Capitol presents a lovely view—one that it would be folly to attempt to describe.

Supt. John W. Holcombe deserves a great deal of credit for the display made by Indiana in the exhibition. His portrayal of the Indiana system of education, its perfection in every detail, its graded schools, and its general efficiency were admirably brought out in a series of scrap books. We only regret that the whole could not be spread out in some way upon the walls so that all could see.

Correspondence.

Kokomo.

The Howard county Normal is in full blast, large attendance and solid work.

Shelbyville.

The Summer Normal began last week with a good enrollment. Superintendent Dobbins is assisted by Mr. Campbell and Mr. Treadway, both experienced practical teachers.

Marion.

Osborn and Russell are teaching the teachers in regular Normal fashion. Hewitt's little book on Pedagogics is the standard text-book on this subject and Mr. Russell makes good use of it.

Covington.

One of the best Normals of the season we found at Covington, managed by V. S. Livengood and A. H. Higgins. The intense interest manifested in the lessons of the day by 65 students enrolled is the key to the situation.

Brookville.

M. A. Mess has a large attendance at his Normal, mostly young teachers who have to learn the art of teaching, but they are beginning right. The first thing to do is to learn all about the subject matter which they will be called upon to teach. No one can teach well what he does not himself thoroughly understand. The thorough drill in Arithmetic, Grammar and History which Crecraft and Mess are giving the young teachers of Franklin county will in time lay the foundation for good teaching.

Darlington.

The Summer Normal is thoroughly under way at this place, John M. Cantley, County Superintendent and F. M. Fuller in charge. These gentlemen are both strong teachers and between them they do all the teaching which fact accounts for the very large attendance. The number on the roll is 72 with many more in sight. Mr. Cantley has the notion that education is a growth, that it requires time. For this reason his Summer Normal continues in session 10 weeks. Solid teaching will always increase the attendance upon the Summer Normal.

Postal Cards.

Mr. Editor:

I known I am somewhat of an old fogy, and hence not qualified to speak authoritatively upon school matters; but there is one subject connected with education upon which I think something ought to be said. For education, as I understand it, is not a mere abstraction memorized from the books, but a living force which ought to enter into the smallest details of our business transactions and social relations. I am pleased to hear that in some schools the subject of Letter Writing receives proper attention; but I have yet to learn that any teacher has given serious attention to the nature of the courtesies and social laws which ought to govern the use of Postal Cards. Only to-day, I received a postal card, asking me to give the writer certain information on a dozen different points, the writing of which will necessarily cover several pages of note paper and occupy two or three hours of precious time. Frequently I have requests for papers, pamphlets, "your latest reports," written briefly on a postal card, as if the writer were conferring a favor upon me by allowing me to give him such and such information or to send him such and such a publication. Am I under any obligation to respond to such communications? Can I, under any circumstances, regard a postal card epistle as "an esteemed favor?"

What economy there is in a postal card! You seek a favor from a friend or a stranger, (it matters not) and by the use of a dexterous card you save a sheet of paper, an envelope, a two cent stamp for postage. And you wonder and are offended, if you receive no reply to your (im) polite request. But truly, what rights in courtesy have you, when by your own act you acknowledge that your communication is not worth paper and envelope?

A postal card has its uses. It is convenient and valuable in making public announcements, in stating simple facts when no reply is desired, in acknowledging favors when no sort of privacy is required. But an ordinary letter, or a business request such as I have noticed above, when written on a postal card, is entitled to no attention or repect. Men ought not to ignore the smallest courtesies of life, even in the matter of epistolary correspondence.

I hope that teachers in remodeling their courses of study will not forget a series of lessons—one good lesson will do—on the use and abuse of postal cards.

Yours faithfully,
JOB SELDOM.

Facts, Figures and Personals.

W. H. Sims, formally of Brownstown, has been elected superintendent at Goshen.

Prof. Edwin Post has received the degree of Doctor of Philosophy from Dickinson College.

The Wisconsin Teachers' Association held an interesting session at Madison during the meeting of the National Association.

The New York State Teachers' Association met at Elmira, July 9, 10, and 11. Supt. S. A. Ellis, of Rochester, is the new President.

The American Institute of Instruction closed a very interesting session at Martha's Vineyard, Mass., last week. J. W. Patterson of New Hampshire was elected president for next year.

Pennsylvania teachers met in annual convention, July 8, 9, and 10 at Meadville. Hon. H. C. Hickok, Hon. J. P. Wickersham, Hon. E. E. Higbee and Rev. A. D. Mayo, led in the discussions.

The Ohio State Teachers' Association met at Lakeside, Ohio, July 1, 2, and 3. Among the well-known educators, who took part, were Dr. E. T. Tappan, Hon. E. E. White, Dr. John Hancock, J. J. Burns, B. A. Hinsdate and others.

R. R. Overstreet, of the class of '83, has been elected assistant instructor in mathematics in DePauw University. A better selection could not have been made. Prof. McNutt pronounced him the greatest mathematical genius that was ever under him. It is safe to assert that with Dr. John and Mr. Overstreet, DePauw will have her mathematical department under as strong intellectual hands as any university in the land.

County Institutes.

Following is the list of Indiana county Institutes thus far reported:

Adams	County—	Decatur, Aug. 25 or Sept 1.
Bartholomew	"	Columbus, Aug. 4.
Benton	"	Fowler, Sept. 8.
Boone	"	Lebanon, Aug. 11.
Clark	"	Charlestown, Aug. 28.
Clinton	"	Frankfort, Aug. 25.
Crawford	"	Leavenworth, Sept. 1.
Delaware	"	Muncie, Aug. 18.
Fountain	"	Covington, Sept. 8.
Grant	"	Marion, Aug. 25.
Hamilton,	"	Noblesville, Aug. 11.
Hendricks	"	Danville, Aug. 11.
Huntington	"	Huntington, Aug. 25.
Jackson	"	Seymour, Aug. 11.
Jasper	"	Rensselaer, Aug. 18.
Jay	"	Portland, Aug. 11.
Jefferson	"	Madison, Aug. 11.
Johnson	"	Nineveh, Aug. 18.
Kosciusko	"	Warsaw, Sept. 1.
Lawrence	"	Mitchell, July 28.
Madison	"	Anderson, Aug. 25.
Marshall	"	Plymouth, Aug. 25.
Martin	"	Shoals, Sept. 8.
Montgomery	"	Crawfordsville, Aug. 25.
Newton	"	Kentland, Aug. 11.
Ohio	"	Rising Sun, Aug. 25.
Perry	"	Cannelton, Aug. 18.
Ripley	"	Versailles, Aug. 18.
Scott	"	Scottsburg, Aug. 25.
Shelby	"	Shelbyville, Aug. 25.
Steuben	"	Angola, Aug. 25.
Union	"	Liberty, Aug. 25.
Vanderburgh	"	Evansville, Aug. 25.
Vermillion	"	Newport, Aug. 18.
Warren	"	Williamsport, Aug. 25.
Wayne	"	Richmond, Aug. 18.

County Superintendents are requested to make necessary additions and corrections to above list.

A. N. Crecraft has been elected superintendent of the Brookville schools. Mr. Crecraft was educated at the National Normal School at Lebanon, Ohio, and at Princeton College. He is a very good teacher and we believe he will prove to be an efficient superintendent.

The Summer Institute at Goshen is in fine running order. There are seventy students in attendance, with prospects of many new members. It is said to be the most successful Summer Normal held in this county for some years past. H. A. Mumow is in charge.

No young man or woman should neglect the opportunity to go to H. B. Bryant's Chicago Business College and obtain a thorough preparation for the active duties of life. The practical training afforded is of inestimable benefit.

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Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia........... "	2.00 "	5.08 "	4.55 "
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Corrected to Feb. 17*th*, 1884.

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Contr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 15 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 57 ..	3 32 ..	8 57 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	12 52 p m	....	12 37 a m	....
Steubenville	5 09 ..	....	4 24 ..	....
Wheeling....	6 32 ..	....	8 02 ..	....
Pittsburgh ..	7 02 ..	....	6 17 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

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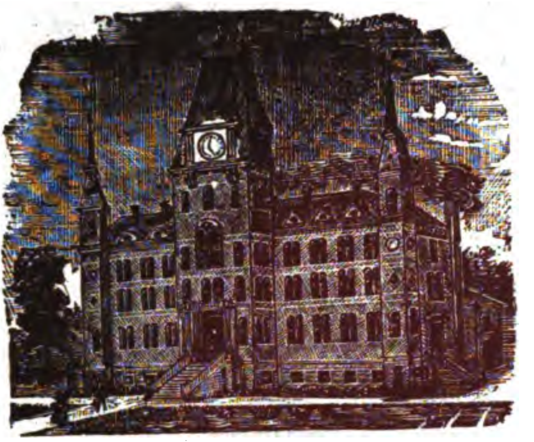

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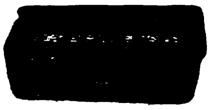

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VOL. III INDIANAPOLIS, INDIANA, AUGUST 2, 1884. No. 3

Current Events.

New York City expects to float a million of bonds for school purposes at 3 per cent.

Gen. John Kountze, of Ohio, has been elected commander-in-chief of the Grand Army of the Republic.

The Island Park Assembly at Rome City is holding some interesting meetings. Dr. Lyman Abbott and Dr. Talmage addressed the assembly last week.

Gen. Butler still procrastinates in the matter of accepting the Greenback and anti-monopolist nomination for President. Those people are getting impatient.

Nearly all the houses in Massowah have been destroyed and the ships in harbor violently rocked by an earthquake. The inhabitants were panic-stricken and fled to the interior.

The returned Greely party was received with all the honors at Portsmouth, N. H. Mrs. Greeley and her two children met the long lost husband and father there, after traveling across the continent from southern California.

At a meeting of the International convention of exposition and fair representatives, held at St. Louis last month, the question of holding a world's fair in commemoration of the discovery of America, to celebrate the four hundredth anniversary of that event, was discussed, and the proposal approved.

Ex Governor St. John, of Kansas has accepted the nomination for President, tendered him by the National Prohibition party. Leaders of the party claim they will poll from 500,000 to 1,000,000 votes, and that they will probably carry Kansas and Maryland thus throwing the election into the House of Representatives.

J. C. S. Harrison, of the late Harrison's Bank, has been arrested for embezzlement and held under $60,000 bond. He is short some $90,000 in his accounts as receiver of the Indiana Banking Co.; which failed some time since. These funds, Mr. Harrison claims, were deposited in the bank in good faith and lost with the other deposits.

On Saturday last, the first commercially successful electric railroad in America was started in operation in Cleveland. The experiment was so successful that the company expects to change its entire system, comprising over twenty miles, into electric roads. The system used was a combination of the Brush and Knight and Bently systems, and the current was carried on under ground conductors laid in conduits, like those of the cable road. The bars were started and stopped and reversed with the greatest ease, and without the disagreeable jerking incident to the cable and horse roads.

Before leaving Washington, the President suspended Judge Advocate General Swaim from duty. In a month a court martial will sit upon his alleged short comings and his retirement—enforced—from the army seems only to be a question of time. It is alleged that by proof conclusive it will be shown that Swaim, as the chairman of the committee having the direction of the Garfield memorial fair, held in the rotunda of the Capitol, not only misappropriated to his own use the proceeds, largely in cash, but in addition privately disposed of, to his own interest, a number of the valuable donations, including rare oil paintings.

Foreign.

President Grevy has been suffering from a fresh attack similar to the illness he suffered last year. This has caused his friends great anxiety, but it is believed the danger is now past.

Public opinion in Ireland is offended by the action of the House of Lords in rejecting the bill reforming the system of electing poor law guardians in Ireland. This bill passed the Commons without an opposing vote.

After a council of ministers at the Elysee, on Saturday Prime Minister Ferry held an interview with Li Fong Poa, Chinese embassador. It was arranged that China should pay France an indemnity of 20,000,000 francs. A pacific solution of the troubles is now certain.

It is officially announced that the Czar's visit to the palace has not been abandoned. Extraordinary precautions will be taken during the visit to prevent any acts of violence. No Russian will be allowed to enter the city without a permit. The railway will be lined with soldiers while the train with the royal personages is on the way. Arrests of persons suspected of complicity in the plot to blow up the palace continue.

Answers to State Board Questions.

Theory of Teaching.

1. A teacher should have a knowledge of mental science to enable him to know how—
   (a) To build up properly the child's mind. He will operate very poorly upon the mind if he does not know the law regulating its operation.
   (b) To guard the mind against listlessness, dreaminess, or wandering: these bad habits will creep in upon the best of minds, unless by patient and careful training, the teacher directs the mind into other habits. A knowledge of mental science will enable him to do this training.
2. The three *general* forms of mental activity are, *intellection*, *feeling*, and *volition*. In school work the activities most used are memorizing, imagining, and reasoning.
3. Primary instruction should appeal chiefly to the memory because in childhood the mind is not mature enough for reasoning, a power developed at a later period of life. The mind must, first, through the perceptive faculties and memory, store away the knowledge to be used in after years by the reasoning powers. Memory gathers and retains the threads of knowledge and reason weaves them into a structure.
4. The word method of teaching reading means a method by which the pupil's first lessons are with the whole word, it to be recognized and pronounced at sight. Objective illustration should be used in connection with it.
5. School government is the exercise of school authority, the causing of the will of the governed party to yield to the will of the governor.

Reading.

1. The object to be held prominently in view in teaching reading, is the acquiring of the ability to gather readily the thought and sentiment embodied in the piece. Another object is the ability to give the proper oral expression to the thought and sentiment.
2. (a) To prepare the oral reading of the lesson; this includes proper pronunciation, inflection, &c.
   (b) To attain the thought and sentiment of the piece.
   (c) To these, the teacher may require in the advanced classes, some points in grammar, rhetoric, &c to be learned.
3. *Seat work*—(a) let the pupils prepare the spelling of the difficult words; (b) write part of the lesson; (c) prepare the oral reading.

   Class work.—Here require the pupil to take a proper position and to read in imitation of a good conversational tone; prevent drawling and rapid reading; let criticisms be given by pupils and teacher; let the teacher, by reading, correct improper emphasis or inflection; let a pupil read and another tell the substance of what he has read; see that the pupils appreciate what they read.
4. The *aspirated tone* may be used in expressing fear, wonder, or some form of awe; also, in expressing rage, scorn, or contempt.

   The *monotone* is used in expressing majesty, power, grandeur of thought, or sublimity of feeling.
5. The uses of punctuation are -(a) to show the meaning intended, and hence (b) to assist in the giving of the correct oral expression. These show the grammatical connection and dependence of the various elements.

   The following is illustrative:

   "I said he was dishonest, it is true; and I am sorry for it." The meaning of this would be much changed if the comma and the semi-colon were exchanged.

Grammar.

1. The predicate noun may take the various modifications of the noun; as, it may be modified by (a) an *adjective*, (b) a *participle*, (c) an *infinitive*, (d) a *possessive*, (e) a *phrase* (f) a *preposition*, and (g) an *appositive*—examples: (a) He is a *good* man, (b) He is a man *admired* by all, (c) He is the man *to elect*, (d) He is *your* man, (e) He is a man *of many good qualities*, (f) He is a man *that should command respect*, (g) That man is my uncle, the *book-keeper*.
2. The following are the ways in which a pronoun may be used in a simple sentence: (a) subj., noun, (b) pred. noun, (c) indep. noun., (d) direct obj., (e) pred. obj., (f) prep. obj., (g) appos. obj., (h) poss. case.

   Examples:—(a) and (b) *I* am *he*. (c) *We* being ready the party moved on. (d) and (e) They supposed *her* to be *me*. (f) Come ro *me*. (g) They have slain him, *him*, my best friend. (h) He is *my* best friend.
3. A compound sentence is one consisting of two or more similar propositions co-ordinately combined. It differs from a simple sentence in the number of propositions, a simple sentence having *one*, a compound sentence having *two* or *more*.
4. A part of a sentence consisting of a proposition, or two or more propositions grammatically combined, may be called a *clause*; as, *That the earth is a sphere is easily proved.* Franklin said *that if we shun pleasure it will follow us.*

```
   Subj.                          Pred.
5. morn . . . . . . . . . . . . . hangs
    | the          and             | fair (pred. adj.)
   zephyr . . . . . . . . . . . blows
    | the                          | soft (pred. adj.)
                                  while
                                   | (a conj. adv.)
   vessel . . . . . . . . . . . . goes
   ( gliding                       | in-trim
   { the                           | gallant
   ( riding
       ( proudly
       { o'er—realm
               ( azure
               { the
```

6. The participle and the infinitive differ *in form* and in their use as an adverb, the infinitive being used largely as an adv., the participle being seldom so used. They are alike in that both are largely used as an adjective and as a noun.
7. A collective noun is in the singular number where it denotes but *one* collection; The army has been defeated. It is in the plural number, when it denotes *more than one* collection as, The *armies have been defeated.*

   NOTE.—This is perhaps not the answer desired, but it is the answer to the question; the proposer doubtless intended to ask, -When does a collective noun in the singular number denote *unity*, and when *plurality*? A collective noun denotes *unity* when the objects denoted by it are to be taken as one mass, or as a *whole*; it denotes plurality when the objects denoted by the noun are to be taken separately, or as *individuals*; as, The congregation is large—The congregation are attentive.
8. The compound personal pronouns are used only in the nominative and objective cases, and their forms in these are alike; as, I, *myself*, did it—I hurt *myself*.
9. In the comparison of adjectives two methods are used—one by adding *er* and *est* to the positive—the other by prefixing *more* and *most*, as, warm, warm*er*, warm*est*—beautiful, *more* beautiful, *most* beautiful.
10. The passive voice of the verb is made by joining the past passive participle to the various forms of the verb *to be*.

Arithmetic.

1. Numeration is *oral* work, notation is written work; the one is the *naming* of numbers, the other is the *writing* of numbers.

   By the English method, beyond millions, each successive period is one million times the preceding one; as, a billion is equal to a million millions. By the French methods, each successive period is one thousand times the preceding one; as, a billion is equal to one thousand millions.

2. Discount is the amount the market value is below par value or, an allowance made for the payment of money before it is due.

Interest is the payment made for the use of money; true discount is the interest on the present worth, or the difference between the present worth and the debt.

3. A right-angled triangle is one having a right angle; its area is found by taking half the product of its two shorter sides.

4. The ratio of two numbers may be expressed as follows: 2 to 3, 2: 3, 2 divided by 3, ⅔.

5. $P\times R\times T=I$; $\$800\times(?)\times\frac{5}{2}=\$90$; (?) (or rate) equals $.04\frac{1}{2}$; $4\frac{1}{2}\%$

6. 7 hr. 24 m. $24\frac{2}{3}$s. from 9 hr. = 1 h. 35m. $\$35\frac{1}{3}$s., a time corresponding to the difference of long., 23° 53′ 50″; this added to 63° 30′ 40″ gives 87° 24′ 30″, the long. of Chicago.

7. The amt. of $\$3032.90$ at 7% for 7 mo. 7 d. equals $\$3160.87+$.

8. Time $=63$ d.; $P\times\frac{4}{100}\times\frac{63}{360}=\$17.78$; $P=\$2540$.

9. $\frac{2}{9}$ A's m. $=\frac{3}{5}$ B's m.; $\frac{1}{9}$ A's $=\frac{3}{10}$ B's; A's $=\frac{27}{10}$ B's; B's $+\frac{27}{10}$ B's $=\frac{37}{10}$ B's $=\$222$; $\frac{1}{10}$ B's $=\$6$; B's $=\$60$; A's $=\frac{27}{10}$ B's $=\$162$.

10. $W\times D=W\times D$; $1200\times2\frac{2}{3}=160\times(?)$; (?) or $D=(1200\times2\frac{2}{3})\div160=20$; hence, 20 feet.

11.
$$\left.\begin{array}{r@{\;:\;}l} 1 & 5\\ 3500 & 1800\\ 12 & 20 \end{array}\right\} :: 4\frac{1}{2} : ?$$

$$\frac{5\times1800\times20\times4\frac{1}{2}}{1\times3500\times12}=19\tfrac{2}{7}\text{; hence, }19\tfrac{2}{7}\text{ mo.}$$

12. $\sqrt{91}=9.5394$.

13. $\sqrt{84\times63}=72.7+$; hence, 72.7 rods.

History.

1. Roger Williams having been exiled from Salem, wandered to the lands of the Narragansett, whose chief gave him a tract on which he, with five companions, began the settlement of Providence, so-called by him in recognition of the sustaining Providence that had continually preserved and guided him. (They bought the island of Rhode Island and in 1638, Newport was founded.)

2. The idea of supremacy is the controlling one through all the colonial wars. Here Wars prepared the way for the Revolution by reducing the number of territorial claimants to one,—the English. The last colonial war caused a large debt, and England sought aid as a right instead of asking it as a favor. Hence, in this act, the seeds of the Revolution were sown.

3. The general view of the English people was that the war against the American colonies was unjust and oppressive; the contest of the colonists was with the king and ministry.

4. Benjamin Franklin, Silas Deane, and Arthur Lee.

5. The Articles of Confederation were unfitted to secure a permanent federal union because they did not confer power upon the general government to collect taxes, to regulate commerce, to pay debt, etc.,—in fact the various whims of the individual states were of more consequence than the authority of Congress.

6. M. Genot arrived as embassador to America at the time that bitter party feeling existed between the Federalists and Anti-federalists, the latter receiving him with great friendliness. Under this influence, he presumed to fit out privateers against English commerce, France having declared war against England. This displeased Washington, and Genot's conduct having become very defiant, he requested the French government to recall him.

7. The first seven States that seceded, did so in Buchanan's administration. The actual declaration of war was made when the rebels fired on the steamer "Star of the West", as she was attempting to supply Ft. Sumpter with men and provisions. The South began the war by firing the first gun..

8. During the thirty years preceding the Civil War, there were bitter speeches made by southern members of Congress against tariff and the freedom of the negro. On the other hand there were speeches made by northern members favoring these issues. In Jackson's administration we find the rebellion budding. In the Fremont campaign, there were actual preparations made. These were deferred by the election of Buchanan. But during the last two years of his administration the contents of the northern arsenals were placed in the southern arsenals, and our navy was scattered far and wide.

9. The Mississippi river was very important to the controlling power as a carrier of men and provisions for army use, and as a highway for commerce. Its waters, for a considerable distance up from its mouth, afforded passage for ships; foreign trade could thus be carried on. Its commerce was extensive on account of the richness of the country through which it flowed.

10. The action of the U. S. toward the defeated South differed from that of all other nations in its great leniency. Treason went unhung and pardon reigned supreme.

Geography.

1. Three, savage, half-civilized, and civilized.
2. Spanish, Italian, Turkish, and Grecian.
3. Irrawaddy—in eastern India—flows into Bay of Bengal.
Colorado—in western U. S.— " " Gulf of California.
Zambezi—in S.-C. Africa— " " Mozam. Channel.
Yukon—in Alaska — " " Behring Sea.
Loire—in France — " " Biscay Bay.

4. The water boundaries of New York are Lake Erie, Niagara River, Delaware river, Lake Ontario, St. Lawrence River, Lake Champlain, New York Bay, L. I. Sound, and Hudson River.

5. Adriatic, Aegean, Marmora, Black, Azov; or Ligurian, Tyrrhenian, Ionian, Adriatic, Aegean.

6. St. Lawrence and Mississippi Systems; the water-shed in northeastern part of the State.

7. Separated:—Dakota and Nebraska—Neb. and Iowa—Neb. and Mo.,—Kan. and Mo. Divided:—Montana, Dakota, Mo.

8. New York, Philadelphia, Brooklyn, Chicago, St. Louis, Boston, Baltimore Cincinnati, San Francisco, New Orleans.

9. The Red, the Sabine, and the Rio Grande.

10. Foreign commerce is that which we have with other countries.
Domestic commerce is that which we have among ourselves.
Exports are those articles sold and sent to other countries. .
Imports are those articles bought and brought from other countries.

11. By way of the Northern Pacific; by way of the Union Pacific: by way of the Southern Pacific. (See map for exact course.)

12. Munich—in Bavaria; Bologna—in north central Italy; Prague—in N. W. Austria; Trieste—in Austria on the Adriatic; Jerusalem—in Palestine.

13. By the use of blackboard figures and the globe pupils may be easily taught to understand thoroughly the diurnal arc and the nocturnal arc and their variations.

Physiology.

1. Mental activity depends very largely upon the health of the person. If the health is poor, mental activity is either sluggish or of short duration; if the health is good, mental activity is apt to be brisk and can be kept up for a considerable length of time.

3. The intestines of herbivorous animals are longer and more complicated than those of carnivorous animals. The stomach of ruminants is divided into four compartments, the paunch, the reticulum, the omasum, and the abomasum. In carnivorous animals there is but one such compartment.

4. The pancreatic juice (a) changes cane sugar to glucose; (b) changes starch to glucose by the aid of the intestinal juice; (c) and changes the fats to an emulsion, by the aid of the bile.

5. Fermentation is "that change of organic substances by which their starch sugar, gluten, etc., under the influence of water, air, and warmth are decomposed."

6. The trachea is in front of the œsophagus.

7. Heart-burn is an uneasy burning sensation in the stomach, often attended with an inclination to vomit; it is often caused by over-loading the stomach, or by eating too much of a certain kind of food.

8. The liver is a large glandular organ weighing about four pounds and situated on the right side and just below the diaphragm; it is convex above and convex below, and consists of two lobes the right being about four times as large as the left. It has attached to it the gall-bladder. The functions of the liver are to secrete the bile and to manufacture the liver sugar.

9. The lacteals are the lymphatics of the small intestine. They are long, thread-like transparent tubes with very thin coats, and when full of chyle have a milky appearance.

10. The air at night is not less healthful, than the air during the day; but in many places more healthful, because purer, there being fewer disturbing influences to spread impurities. Night time is less healthful than day time merely on account of the absence of light.

Penmanship.

1. The body should be nearly erect and should be near to the desk or table; the feet must have a direction corresponding to the slant of the letters.
2. a, c, e, i, m, n, o, u, v, w, x.
3. The copy-books are piled so that they can be separated into bunches one to each row of pupils, and, these bunches being distributed, the pupils in the rows take off the top book as the bunches pass them.
4. By means of slates ruled into proper spaces, and blackboard illustrations and exercises.
5. i, m, n, u, v, w, x.

Pedagogics.

What Should be Eliminated from the Course of Study in our Graded Schools?

R. A. CHASE, PLYMOUTH, IND.

III.

[*Paper read before the Northern Indiana Teachers' Association.*]

II. WRITING.

Not the ability "to divide a hair 'twixt the south and south-west side" that seems to be the object of the penmanship teaching of the day, but the ability to express one's thoughts upon paper correctly, clearly and forcibly. If the schools could accomplish this, they would be doing something of practical and inestimable value. The truth is, they have failed. And no wonder, for why should a school teacher sow and till in contempt of the laws of nature and hope to reap a bountiful harvest any more than a farmer? If there is one law of nature that has stamped upon it the fiat which changes not, it is this:—We learn to do a thing by doing it, and not by being told how to do it. A kitten playing with an imaginary mouse, a dog chasing an ideal hare, a child building a house of sticks,—all are taking lessons in nature's school, and they learn their lessons very well.

For three-fourths of a century, English Grammar has professed to teach the art of speaking and writing the English language correctly. In the sacred name of science, its so-called principles have been taught the youth of the land. In the sacred name of science, they have been received with a veneration due to revelation alone. Observation and experience alike tell us the claim is absolutely false. Our observation shows that a thorough knowledge of the rules of grammar, and skill in parsing and analyzing, do not insure the ability to write and speak effectively, and that the two are not usually found united. Our experience has convinced us that when a speaker strives to frame his sentences in keeping with the rules of the grammar-book, his thoughts are cribbed and coffined, his utterance is feeble and his speech ineffective; but when surcharged with feeling, striving to move men to action or indignant at some grievous wrong, in the overwhelming emotion of the hour, he forgets the form and frame of his delivery, then it is that his thoughts breathe and his words burn.

To tell the truth, it has been but a century since English grammar, as a study, was thought of. The first grammar-book was written by Ben Jonson, as a literary pastime, but he never dreamed of so foolish a thing as making it a subject of study. He had a curiosity to see how far the rules of Latin could be applied to the English. But it was left for Lindley Murray, at the beginning of the present century, to conceive the pestilential doctrine that the lusty, vigorous English could be bound to the formalism of the dead languages. Think of it! Shakespeare, and Milton, and Bunyan, and the translators of the Bible, lived all their lives and died in blissful ignorance of the English grammar! What might they have accomplished with its assistance? Had they but had a few years of graded school instruction in analysis and parsing they might been able to write the same inane, vapid utterances that make up the twaddle of the day. But, not having had this inestimable advantage, they got along the best they could without it, and gave to the world and to all time those master-peices of literature, almost inspired, which serve less as models for imitation than subjects for wonder.

Facility in speaking and writing is very largely a gift. By practice it may be cultivated and improved, but not created. Investigation will show that those pupils who come from homes of culture, and whose associations are with people of refinement, almost instinctively speak good English; while those who are accustomed to hearing slangy and faulty expressions, will form similar habits. Hence the utmost the teacher can do toward securing correctness of speech, is to correct, persistently and continually, the pupil's errors; and, above all, and at all times, to set him a good example in her own conversation; while by practice, and practice alone, can the art of composition be taught; and for this, there should be reserved another third of the school time.

There is another and better reason for the banishment of the grammar book and all language books of a kindred nature. It is a matter of morals.

The absurdity of the claim that English grammar teaches the art of speaking the language has become so apparent that its advocates have shifted their position, and now ask us to believe that, while it is of but little *practical* worth, it is of great *disciplinary* value. Dropping its pretensions to be an art, it sets up the plea that it is a science; and, in the sacred name of science, demands that we should receive its countless rules and definitions and exceptions as statements of facts in our language and as such teach them to our children.

The plea is a false one. With a few trifling exceptions, that which is bound up in the grammar-book is a mass of inconsistencies, absurdities, and falsehoods. Were I at all worthy of their notice, no doubt I should bring down upon myself the maledictions of all grammarians who have lived from the time of Lindley Murray to that of Prof. Whitney. But while they are so busy fighting one another, and until they can agree upon one single plank of their grammatical platform, there will but little danger for an Ishmealite outside their camp.

Grammar has to do with the forms of words and their relations to one another in the sentence. The English language differs from all other languages in that it has no grammar. The form cuts but a small figure in English. Other languages are highly inflected, and the relations of words to one another, and hence the connection of ideas is indicated by the endings of the words. For the most part, the order of words in the sentence is of little importance. I suppose a Latin sentence might be written with any one of a dozen arrangments of words, and be equally intelligible. The mind assorts the words by their agreement or non-agreement of form, and thus the meaning is made clear. Not so the English. Here the order of words is all important, and if it be changed the meaning is usually changed also. Its words are not clasped together by material hooks of inflected endings, but they are held together by a spiritual attraction that exists in their meaning. Now the grammarians have been trying to construct a grammar for this non-inflected language, upon a plan similar to the grammars of the highly inflected Latin and Greek. To do so, they were compelled to drop the actually existing English language, and to create from their inner consciousness an ideal language: but as these men all differed in their imaginations no two of them have agreed in their grammars, and the result has been what always follows when our theories are not in keeping with the facts of nature,—absurdities, inconsistencies and falsehoods.

The first rule in one grammar that I studied was this: "A noun or pronoun used as the subject of a finite verb must be in the nominative case." We had already learned that "the nominative case is the use of a noun as the subject of a verb." Put the two together, and what do we have? "A noun or pronoun used as the subject of a finite verb must be used as the subject of a verb."

Grammar says that the pronoun is a word used instead of a noun. If the pupil has life enough to make an inference, he infers that the pronoun is a kind of after-thought, a device to save the repetition of the noun. But the pronoun undoubtedly antedates the noun in the life of language, as it does in the talk of an infant. The first distinction that the infant makes is to differentiate himself from all the rest of the world, thus bringing in the idea of the "me."

Grammar says "The adjective belongs to the noun which it modifies." What a sense of goneness, of utter poverty, must attach itself to the noun, if the adjective, in a spirit of communistic independence, should ever refuse to acknowledge the proprietorship!

Grammar says "The verb must agree with its subject in number and person," and in but *one* instance is the form of the verb changed by a change in the number of its subjects.

I have not left myself time enough to mention more of these absurdities; but one can find nine pages of them in every ten pages of the nearest grammar-book he can lay his hands upon.

Because our mother-tongue is a logical and not inflected language, and because, in its simplicity, it marks the highest development of general intelligence, it is the grandest speech that ever flowed from the tongues of men. If it can be kept free from the bandages with which grammarians would bind its limbs, it will grow with the race. It can have a grammar only when it becomes a mummy.

III. Arithmetic.

This branch of study will profitably occupy the remainder of the time in school. I have time to offer but one suggestion—the substitution of book-keeping and the extension of the business rules of arithmetic, in place of certain topics that are of no practical value. There certainly is as much discipline in studying Banking and the Discounting of notes as in theorizing in Allegation and Permutation.

Fellow Teachers:—If the public school shall strike its roots deep into the hearts of the common people, no storm will uproot it; and if we, the servants of the people, ignoring the traditions of monastic times, shall have in mind their interests and needs alone, we shall experience that republics are not altogether ungrateful.

Educational Miscellany.

How can a Love for Good Literature be Best Instilled into the Minds of Pupils?

WILL J. HAUCK, COUNTY SUPT. JAY COUNTY.

Every child has within him an appetite, a desire to know. The teacher often misapprehends the demands upon him, and seems to conceive that his work is to create a thirst for knowledge. But this is not his mission; it is his to cultivate the taste, or revive the latent appettte, but never to create. And it is well that this is so, for the proper guidance of the intellectual faculties, and moderation of the natural desires to know, imposes an important responsibility. The true teacher constantly realizes that the mind is the Divine link between God and man. And while this thought is a majestic one, yet as handed down in its tangible simplicity, it comes within the grasp of pupils' minds; and as teachers, we should impress them by every possible means, that the body is merely a vehicle for the mind; that its creation, its care and preservation are only important that the mind may reach the end for which it was created. Would not this thought inspire pupils with a sacred awe and respect for their own minds? Would they not regard themselves with more respect if they could but appreciate the superior nature and relation of their minds over all creation?

A venerable instructor, whom I reverenced, once said to me, "Glorify God by burnishing the link that connects you with Him, your immortal mind." After that, when I thought of mind, I did it reverently, as if I were entering the vestibule to the mansion of Deity.

The mind, like the body, needs nutrition constantly. It must be nourished, or it will weaken, emaciate and die. But the opportunities for properly nourishing it, are limitless and exhaustless; and unless a wise and judicious selection be placed within its reach, it will go out into the heterogenious mixture before it, and strive to satiate its natural cravings with whatever is most convenient, or, rather, with whatever may prove the more fascinating.

Clarendon says: "He who loves not books before he is thirty years of age, will hardly love them enough afterward to understand them. Observation verifies this statement. But no one who has learned to read books at all, fails to like some kind, and this liking becomes constant and insatiable. The desire is more or less sensual or more or less solid as the passions or the judgment is appealed to. The proper nutrition for the mind is not knowledge alone, but knowledge combined with thinking. That instruction which crowds the mind with an accumulation of facts, and does not at the same time require thinking, earnest careful reflection, is more reliable to prove a curse than a blessing; and then it might be truly said that "ignorance is bliss." One of the most general, most earnest, most self-sacrficing teachers whom it has been my fortune to know, is proving himself to be no better than a curse to every school he teaches, simply because his pupils get a knowledge of facts without learning to think. A curse, I say, for he gives the pupils only a miscellaneous collection of facts; they are charged, so to speak, with knowledge, but are powerless to see its practical relation to the world. They believe themselves to be equipped for life, but their equipments are without arrangement. They flatter themselves that they have sufficient knowledge to succeed, but they fail.

One important way therefore, of instilling a love for literature, as well as information of whatever kind, is to encourage reflection. And this is peculiarly necessary with respect to Good Literature. The charms of that which is vile, glitter upon the very surface, but the valuable gem lies deep within the mine. Pupils should be taught to prize their knowledge according to the effort required to secure it; this will encourage a love for the best.

Our special work as teachers then is to be constantly on the alert to supply the demands of those minds under our care with such literature as is best suited to purify, to develop, to strengthen, and yet to charm and delight. This will require a kind differing of course, in thought, sentiment, simplicity and embellishment, for all the different stages of a pupils development. And in this age of educational spirit, sufficient books and periodicals are, or may be brought, within the reach of every school to meet this multifarious demand. The love of good books in children, will render their whole lives happy; and this love we should promote by proper instruction in such selections as will make this result most certain.

We do not believe that a child should examine the fangs of a viper in order to prove the necessity of avoidance. Indeed it is not safe to allow the youth to wander ad libitum through the checkered fields of the literature of to day. "We are as liable to become corrupted by books as by companions." And Sidney Smith appreciated the power of their influence when he recommended that,—"We should accustom the mind to keep the best of company, by introducing it only to the best of books." But how shall we, as teachers effect this introduction of our pupils?

In indicating how this might be done we shall refer to some difficulties that do not depend upon method for correction. Dr. Samuel Guthrie, a Scottish Divine says; "Having learned our letters and some small syllables printed on a fly-sheet of the shorter catechism, we were at once passed into the book of Proverbs." In the olden time this was the universal custom in all the common schools in Scotland—a custom that should never have been abandoned. That book is without a rival for beginners, containing quite a repertory of monosyllables, and pure undefiled Saxon English. Take this passage for example, where, with one exception, every word is formed of a single syllable, and belongs to the Saxon tongue:—'Train up a child, in the way he should go; and when he is old, he will not depart from it.' What a contrast to the silly trash of modern school books for beginners, with such sentences as 'Tom has a dog,' 'The cat is good,' 'The cow has a calf.'

We do not claim that the modern text books corrupt the minds of children, but rather that they are of little if any aid in instilling a love for good reading. When the child is first found in school, he is already found thinking, it may be very crudely, without direction or connection apparently, but thinking nevertheless, and often thinking to a better purpose than he is given credit for doing. Our o'er-shadowing presence as a teacher, on entering the district, may embarrass, may distract, may even intimidate him until his cogitations are driven so far in the back-ground that not even their shadow may be seen in his face; and yet he thinks. With keen perception he discerns, often, even our weaknesses, "sizing us up," in a sense, and arriving at a surprisingly correct result. The mission of the teacher is to increase his knowledge and his power to think, concurrentiy.

But that child who at the age of 6 or 7 years spends a fourth of a day in learning to read—'The cat bit the rat,' has neither advanced in knowledge nor in thought thereby. An acquaintance with the letters and printed words is the only gain, but this could as well have been accompanied by knowledge and thought

Another difficulty, or hindrance, is this, that while in school the pupil may be acquiring a love for good literature, at home he is probably acquiring a love for that which is bad; or neglecting all, is contracting habits that will neutralize the influence at school. One important thing to do, therefore, to inspire such a love in our schools is to supplement the work in schools by libraries and reading circles that will reach the homes and mould the character of reading and thought there. Would not the end justify both the effort and the means, if the teacher of every district school should establish a reading circle, embracing those of his district at least, himself selecting such periodicals and books as would most aid in leading the youth aright?

We would not in the least favor the abridging of the privileges and pleasures of the teacher, or in any way increasing his burden; but would gladly suggest, if it be possible, a course that would render his toil less irksome, its results more fruitful, and that would enable the light of hope to rift the clouds which still hang like a pall o'er so many neighborhoods. We know that if our aim be to ameliorate the conditions of professional servitude, we shall be heard with attention and sympathy. Consequently, we urge that we believe the teacher could spend his leisure hours more profitably both to himself and to those for whom he labors, than is his usual custom. I enter a district as a teacher. Ambitious to succeed, I am resolved to turn everything to the best account. Assume, if you please, that my preparation for school room work is thorough and complete. As I enter, I picture to myself the school as it will be when my efforts have moulded and shapened and fashioned it to the ideal, wrought already in my imagination. But when I begin my task I meet with unexpected reverses. My efforts to excite a spirit of emulation and rivalry fall lifeless. I am disappointed when the seeds I sow, either fall on stony ground or are choked out by an earlier growth of thorns. The year glides by and I am rewarded by only a fragment of the hoped for, the labored for result. The trouble is, I have labored against odds. In six hours out of twenty-four I undertook to give certain form to characters already grown aversely strong; or to counteract and turn back the tide of influence which for the remaining eighteen hours had been gathering momentum in an opposite direction. And why is this? Simply because the condition of affairs, in especially the country districts, is most deplorable. The present condition of most home circles is as foreign to a love for good literature as heathen superstition is to Christian enlightenment. As Mr. Fletcher of Indianapolis, said, in speaking on the subject of libraries, "unless extraordinary means are used, and used speedily, the lapse into even a more vicious and depraved taste for reading common and vile literature, or reading nothing at all, will be due to our complacency and selfishness."

(Concluded next week.)

Practical Lessons.

Outline of a Course in Arithmetic.

THREE—(Continued.)

JAMES BALDWIN, Rushville Ind.

VII. "Here are three girls, each with a block in her hand; how many blocks do all hold?"

(Ans: They all together hold three blocks, because one and one and one are three.)

"Write it."

$1+1+1=3.$

"How many times have you written 1?"

"And three times 1 are how many?"

"I will show you a shorter way to write it, thus: $3\times1=3.$

Teach that 1×3 $3.$

Copy and fill blank places:

$1+1+1=$
$3\times\ \ =3$
3×1
$\ \ \times1=3$
$1+1=$
$2\times1=$
$\ \ \times1=2$

Illustrate each of the above by practical examples.

Other examples: A man earned 1 dollar a day for three days, how much did he earn altogether?

If one pencil cost one cent, what will three pencils cost?

Make up many other examples like these.

VIII. Commit thoroughly to memory:

$2+1=3.$	$3-2=1.$
$1+2=3.$	$3\times1=3.$
$3-1=2.$	$1\times3=3.$

IX. "Here are three marbles. How often can I take one marble away?" Show how often.

(Ans: You can take one marble away three times.)

"Why?" (Ans. Because there are three ones in three; or because one marble in three marbles, three times.)

"Now, 1 in 3 how many times? 1 in 2, how many times? Write it for yourselves."

Continue illustrations until fully understood.

Examples: "I had three cents, and divided equally among some boys, giving one cent to each. How many boys were there?"

X. Teach what is meant by one-half.

"Here is a stick two inches long. You may each find a stick that is half as long."

"One-half of two inches is one inch."

"Draw a line one inch long. Draw a line half an inch long."

"I will show you a short way to write one-half. Write it thus, $\frac{1}{2}$."

"One-half of 2 is 1; let us write it this way, $\frac{1}{2}$ of $2=1$."

Show that $\frac{1}{2}$ of $1=\frac{1}{2}$.

Illustrate in a variety of ways by means of objects and examples.

Next show that $\frac{1}{2}$ of $3=1\frac{1}{2}$. Show how to write $1\frac{1}{2}$.

Also that $\begin{array}{l}2\,)\,2\\ \quad 1\end{array}$ and $\begin{array}{l}2\,)\,3\\ \quad 1\frac{1}{2}\end{array}$

XI. Examples—

1. I had 3 cents and lost 2 of them, how many had I left?
2. John had 2 apples and gave his sister half of them; how many did he give her?
3. A man had 3 dollars and spent half of it for a hat; what did the hat cost? How much money had he left?
4. Bought 3 marbles at 1 cent each; how much did all cost?
5. James bought a pencil for 1 cent, and sold it for 3 cents; how much did he gain?
6. How many halves can you cut an apple into?
7. John made 2 marks on the blackboard, and William half as many; how many marks did William make? How many did both make?
8. Draw a line on your slates. Now draw another line across it so as to cut it into halves.
9. Draw a triangle. How many sides has it? How many corners?
10. Draw a triangle with one corner square. How many sharp corners has it?
11. Draw a triangle making each side an inch long. How far is it from one corner of the triangle around it to the same corner?
12. Draw a triangle making each side half an inch long.
13. If 3 hats cost 3 dollars, what does 1 hat cost?

Make up many other examples of the same kind. Require the pupils to make up such examples.

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THE COUNTY INSTITUTE.

The Institute season is here. Within the next four weeks ten thousand teachers or more. in Indiana alone, will have come and gone, each having spent at least one week at a County Institute. Some of them will have gained additional power for good in the school room; many will go from the Institute no better prepared for the winter's work than when they came. The outcome of the Institute will depend upon two things.

1. Its management, (for which the county superintendent is pre eminently responsible.)
2. Upon the desire to know and the disposition to do, as manifested by those attending.

In regard to the management of the Institute we believe there should be at least two very competent instructors employed, who are well up in Pedagogics, to whom the main work of the Institute should be committed. These instructors should not TALK ALL THE TIME. Let the members of the Institute talk enough to enable them to masticate what is given; let them "give back," or reproduce what is given. If at any time any Institute instructor finds the instructed have nothing to say when he is done, nothing to "give back," he would better quit and let some one take his place who can either awaken dormant ideas or give them new thoughts. The time of the County Institutes is too precious to be wasted on thread-bare lectures, or on talks that are barren of ideas.

As to the disposition of those attending the Institute, we feel called upon to say that stolid indifference is criminal on their part. It is their business to put forth an effort to gain knowledge; without effort on their part, the best instruction will fall lifeless. Little can be gained by absorption alone; it requires effort to follow a good instructor at every step, and to realize at once upon the stock of information he may have in hand. To make the most of an Institute, it is necessary to be on hand promptly at the first, and at every successive session thereof; to take copious notes, when notes are required; and to *think*, digest, and try to assimilate as the instructor proceeds.

The time of 150 teachers at an Institute five days is too valuable to allow it to be wasted in any sense. Every hour should be improved by the instructors.

CRITICISMS.

No thoughtful person can deny that, within the past twenty years, the schools all over the country have made wonderful progress along the line marked out for them. No person, who is at the same time candid and well informed, can claim that the public schools accomplished as good work a quarter of a century ago as they are doing now. And yet we believe that there is room for some honest criticism and a thorough overhauling of much that belongs to our present system of instruction. We do not believe in writing for criticisms from the outside—although, as you know, we have had no lack of them within the past few years, and some of them notwithstanding they cut to the quick, were well deserved. We believe that all movements for improvement in our schools ought to be suggested and inaugurated by school-men; or, as politicians would put it, reforms must begin in the party and not be originated outside of it. If educators, generally had observed this principle, they might have saved themselves some vexation and Charles Francis Adams, Jr. and his ilk some notoriety. But until recently, we school teachers have pursued quite a different line of action. We have shut our eyes tight against all the imperfections in our school system—in fact we have refused to believe that there were any such imperfections. If a parent dared hint that some of our methods might be improved, we passed him by as an ignorant numskull; if a newspaper editor suggested "red-tape," we were bitter in our denunciations of the blatherskite who would venture to make so infamous an attack upon the public school system; in fact, we openly declared that no persons who was not a teacher or a school officer, had any right to express an opinion regarding the work in the schools. And many persons took it upon themselves to exercise quite freely the right which we denied them—and we feel better because they have done so. One of the healthful signs of the present time is the tendency, inside the profession, to a free and open criticism of existing methods. The danger is, that such criticism may degenerate into a species of cranky fault-finding, or become the tool of quacks and experimenters.

As for us, we shall speak out, boldly and freely, upon all matters that pertains to school management; and if, in our judgment, there are some things which are not as they should be, we shall not hesitate to say so. The housewife would keep but a sorry house if she refused to see the cobwebs upon the wall or, when they were pointed out to her, to take means to prevent their accumulation; but she would be as wise as those teachers who, while they deny the right of criticism to others, refuse to examine into the causes of their own failures. B.

DJARKE.

Our methods of education will never be entirely satisfactory until due attention is paid to the character and disposition of pupils regarded as so many individuals. No two pupils have the same tastes, tendencies, or ability. There is no logical reason why precisely the same course of instruction should be prescribed to every child in a community regardless of his bent of genius or his physical constitution. Means should be sought to determine what good qualities as well as what germs of imperfection are inherent in the pupil, to the end that the education given him may strengthen and develop his talent, eradicate his faults, and generate new elements of excellence within him.

In an amusing but instructive book called "Anothe World," published several years ago and purporting to describe life in one of the planets, we find the following interesting passage:—

"The educations of the young of both sexes engaged from the first my deepest study, for I had early convinced myself that the many evils to be eradicated had their stronghold in the mode in which education had been conducted; and, soon after the commencement of my reign, I put into execution portion of my laws for making education a powerfu lever in the regeneration of the world.

"I created the office of "character-divers," an selected for the discharge of its duties eminent me of great sagacity and gentleness, skilled in the knowledge of the mind and heart, their sole occupation being to discover the qualities, tendencies, and incipient faults of children, and act accordingly; to dive, as it were, into the secret imaginings of the child; to detect the early germ of evil, and note the presence of good, to indicate measures for eradicating the one and developing the other.

"These character-divers, called in our language 'Djarke,' are distinct from the masters, called 'Zicche,' or fathers of knowledge, who have charge of the boys' studies.

"The character-divers are, as it were, moral physicians, skilled in the detection and cure of the hidden germs of mental maladies; for, as you will see hereafter, I was not content to wait till a disease, whether of the mind or body, had developed itself, spreading contagious poison through the veins and arteries of society, propagating evil without end; the germ was destroyed before it had acquired force to injure.

"Neither the faults nor the good qualities of children show in the same way; the indications vary in each child according to his temperament and the circumstances in which he may be placed. Faults and qualities are often of a kind seemingly opposed to what they actually demonstrate to the character diver —particularly in children endowed with genius.

"Fair and even beautiful outcroppings are sometimes indications of noxious weeds hidden below the surface. Weeds are not unfrequently born from the very richness and exuberance of the soil; while many a dark and seemingly sterile stem conceals the embryo of fruit and flowers, which a genial sunshine will call into life and beauty.

"These and other considerations demand great—almost constant—attention on the part of the djarke."

All earnest teachers will emulate the *djarke*. It is only through "character-diving" that right methods of education can be discovered and properly followed. B.

Correspondence.

Fort Wayne College.

On the 23d of June, 1847, the corner stone of the present college building was laid. For thirty-seven years the institution has passed through many and various vicissitudes. Some of its years have been crowned with success, others have bowed under failure. The old adage runs, that it is always darkest before dawn. About eight years ago Prof. W. F. Yocum took charge of the institution and through his own efforts, with sacrifice of both time and talent, brought it to the position it now occupies. But every thing was cramped, the accommodations were poor, recitation rooms illy lighted and ventilated, and too small for the large classes consequent for its further growth, poor chapel—in fact nothing suitable for the work he had in hand. As is well known, De Pauw University saw the worth of Dr. Yocum and offered him a position in her faculty. Under the circumstances the doctor was inclined to accept, but the trustees awakened from their dormant condition, and looked around to see what they could do. They reached a conclusion acceptable to the president and he sent his declination of the position offered. Work was commenced on the addition May 28th and at two o'clock in the afternoon of "the day we celebrate" was laid the corner stone, square, level and true, under the auspices of the various Masonic lodges of this city. The exercises were, indeed, very interesting. The oration was delivered by the Rev. Dr. Marine, of Indianapolis, who held his audience with the closest attention as he [illegible] ghts of his

to the curriculum in all the courses. The Preparatory, Academic and Scientific Courses, completed thoroughly and with satisfaction to the instructors in charge, will admit to the Sophomore class in either the De Pauw or the State University. The Preparatory Course will also admit the student to the Freshman class in any one of the leading colleges or universities of the land. All the departments of instruction will be under the charge of competent teachers who will be equipped with all the proper apparatus and helps for the best teaching of the subjects under their charge.

It is the aim of Dr. Yocum to make this institution one of which Fort Wayne and Northern Indiana may well be proud, an institution that will rank with the leading academies in the land.

One of the leading features of the coming year will be the new Conservatory of Music in connection with the college. It will be in charge of the noted pianist and violin soloist, Prof. Otto Schmidt, recently of Richmond, a pupil of Ferdinand Von Hiller, and a graduate of the Conservatory of Cologne. It will be so arranged that students can pursue studies both in the school of music and in the academic department.

The new year will not commence till about the 6th of October, and we bespeak for this institution a large increase in patronage and grand results in the renewed efforts with which its management will take hold of the year's work.

S.

Along the Line.

The Anderson Normal is largely attended. About sixty students are enrolled. S. M. Keltner teaches arithmetic enthusiastically. The solid drill he gives cannot fail of results. Most of the work in this normal is of the character of thorough review on the common school branches. No special effort, save incidentally, is made to teach methods. A thorough knowledge of the bject matter is unquestionably the first requisite of a teacher, and we are glad to see a disposition to h this as the first standard of qualification.

Ir. Crittenberger, the County Superintendent, hes physiology and history. Prof. R. I. Hamilton hes reading, grammar and theory and practice.

Camden.

mden, Carroll County is a beautiful village. The ner Normal opened last week with an enrollment out fifty intelligent looking young teachers. The lesson we heard in the morning was a capital in music by Mr. Moore. It is an acquisition to ll County to have such a man as Mr. Moore to music. Voice culture is an important element education of teachers. Singing develops taste. sentiment, and improves the intellect. M. A. eaches arithmetic in the normal systematically ith great ease. L. E. Landis teaches history in nner. W. W. Black teaches grammar and geog- B. W. Everman has a (hankering) for birds and ggs. His well filled and choice library indi- e character of reading which is calculated to a th of culture and a vast amount of general tion.

Gibson County Institute.

The Gibson County Institute held at Princeton last week was the first one we have attended this year. Over 150 teachers were enrolled. County Superintendent H. A. Yeager has perfect control of educational affairs in his county. The teachers not only attend the institute promptly and regularly, but they put in all the time fully and faithfully. A peculiar feature of this institute is its division into three sections, which go into separate rooms for instruction. The same teacher does consecutive work in each branch all the week. There is absolutely no time wasted or frittered away, which is not unfrequently the case in a County Institute, by the too frequent change in instructors. Another feature of this institute worthy of special notice was the exhibit of school work in a room set apart for that purpose. Examination papers, maps drawn by the pupils, samples of penmanship, etc., from the schools of Princeton, Patoka, Fort Branch, Owensville and from several township schools made a magnificient display of school work. L. R. Hudleson, teacher of District No. 3, Patoka Township, presented papers representing all grades of work in the district schools, not often surpassed in the same grade of work by our best organized city schools. The tendency to work into the county schools the best methods of the city schools is here exemplified. The instructors at the institute were W. L. Lucas, of Patoka, W. B. Wheatley, Francisco, J. W. Runcy, of Fort Branch, N. C. Johnson, of Oakland, Charley Stillwell, of Princeton, and P. P. Stultz, of Mt. Vernon.

Warsaw.

Supt. Anglin and E. M. Chaplin are at work with a pleasant normal. Chaplin is just out of a long siege of Book agency, as every body knows, but he takes to teaching with surprising patience and gentleness.

Goshen.

H. A. Mumaw, assisted by E. B. Myers, of Elkhart, and Supt. Smart, is holding a normal at this place. At the close of each week the students pass a written examination on the work done. Mr. Myers does most of the teaching.

Facts, Figures and Personals.

Prof P. P. Stultz, one of our ablest and most efficient city superintendents remains at Mt. Vernon.

O. Z. Hubbell, of Butler, DeKalb County, has been elected Principal of schools at Bristol, Elkhart County.

W. W. Black is in charge of the schools at Pittsburg, Ind. Mr. Black is a self-made man of more than ordinary promise.

Judging from the exhibit of school work, W. L. Lucas, of Patoka, is giving careful attention to history and literature as a part of common school education.

George F. Feltz, of Allen County, has just graduated at the Michigan State Normal School, having completed the four years course. Mr. Feltz expects to teach in Indiana.

F. W. Reubelt has been unanimously re-elected, for the ninth time, Superintendent of schools at Noblesville. Mr. Reubelt is a teacher by birth as well as by education and experience.

De Pauw University is to be congratulated in securing the services of Prof. Carhart late of the State Normal School. As a very practical teacher of reading, elocution and oratory Prof. Carhart has no superior in the West. This gain to De Pauw University is however, unfortunately a loss to the State Normal School.

The Anderson High School will be presided over this year by Mr. O. L. Kelso, who is a graduate of both the State Normal School (Class of '79), and the State University (Class of '84). Mr. Kelso has had large and successful experience, and the Anderson people are fortunate in securing him. We should say, from the action of the board in the employment of teachers, that Anderson intends to occupy a front seat in educational affairs.

W. B. Creager has been elected Superintendent o the Sullivan Schools. This is a most excellent selection.

Benton County Items.

C. F. Moore, a former student of Purdue University, has been elected to the Principalship of the Boswell Schools to take the place of E. C. White resigned.

Prof. McMahon has been elected to the Principalship of the Fowler schools and Mr. Sharp to the Principalship of the Oxford Schools.

The County Normal is being held in the Oxford Academy building under the charge of Prof. E. C. White of Albion and F. C. Cagssel of Irvinton. There is a very large attendance.

Supt. Johnson thinks of seeking his fortune in the far west after the close of the winter's work.

The schools in this county are in a very prosperous condition and the people of Benton County should be alive to the best interests of their schools if politics are sacrificed.

X. X. X.

Notices.

A first-class High School Principal wanted at Wabash for the coming school year. Applicants may address Dr. J. H. Ford, Sec. School Board, or D. W. Thomas, Superintendent.

WANTED.– Having purchased of Mr. J. M. Olcott his entire subscription book business, we want fifty active agents at once. Dxtra inducements offered. Call at 24 South Pennsylvania St., or address E. Weinland & Co., Indianapolis, Ind.

Many young business men have considerable knowledge of book-keeping, but not enough to see clearly how to open or close the books. A little time spent at H. B. Bryant's Chicago Business College would clear the whole matter up.

WANTED—Agents in every County Institute in the Western States, to take Subscriptions for the EDUCATIONAL WEEKLY. Liberal cash commissions will be paid, and complete outfit mailed free of charge to parties sending references.

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Fall session begins Tuesday, September 2, 1884. Tuition $8 00. Room rent 50 cents; Board $1 50; $27 00 will pay board, rent and tuition for an entire term of ten weeks.

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Northern Indiana Normal School

—AND—

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To the School, the past year has been one of unusual prosperity, and the prospects for the future were never more flattering. The institution has enjoyed a growth and prosperity unparallelled in the history of schools. It was organized September 16, 1873, with 35 students in attendance. The number has increased until now this is the LARGEST Normal School in the United States. This continued growth is one of the best evidences of the School's worth. While we make a specialty of Training Teachers for their work, yet the student has the advantage of the following courses of study without extra charge: Preparatory, Teachers', Collegiate, Special Science, Engineering, Penmanship, Elocution, Fine Art, Music, Law, Literature, Telegraphic, Phonographic and Review. From the beginning of the school, none but experienced teachers have been employed. ☞ Specialists are provided for each department. ☜ We do not call attention to this boastingly, but because it is supposed that specialists are employed in endowed institutions only. Educators, without exception, who visit the school are delighted with the work, and give us the strongest testimonials. In connection with the Normal there is one of the **MOST THOROUGH COMMERCIAL COLLEGES IN THE LAND.** It is conducted on the Actual Business Plan, which affords advantages found at no other place. The school is provided with a more complete Library than is found at any other Normal school, and an abundance of apparatus for the elucidation of every subject has been supplied; in fact no means have been spared in providing everything that will in any way advance the interests of students, and give to them all the advantages of older and endowed institutions, and at an expense which is less than at any other place. Tuition $8 per term; this pays for all departments; good board and well-furnished rooms, $1 70 to $1 90 per week, never exceeding the latter; The boarding department is under our immediate supervision, hence, much better satisfaction can be given than where it is controlled by disinterested parties: As a result of all these advantages, there is no other school of equal age that has one-third as many of its students filling *Important Positions*, and the demand for Teachers and Business men trained here is always much greater than we can supply.

Before deciding where to attend school, send for our large catalogue, which gives course of study and full particulars concerning the institution; sent free.

Address **H. B. BROWN, Principal,** *or* **O. P. KINSEY, Associate Principal.**

CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

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LAFAYETTE, IND.

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FOUR COURSES OF STUDY.

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EXAMINATIONS for admission will be held in each county, by the County Superintendents, on the last Saturday in July, and at the University September 9th, 1884.

TUITION FREE. Expense for board, room, light, fuel and washing, about $50.00 per term. Incidental expenses about $5.00 per term. *One Hundred and Sixty Dollars* will pay all necessary expenses for one year at the University. Women are admitted to all departments. The University Academy will receive students and thoroughly fit them for entrance to the University classes. Send for a Catalogue to Registrar Purdue University, or to

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Refer to I W Case, Publisher School Herald, Chicago; D H Smalley, N W School Supply Co; Prof A Markham, Milwaukee, Wis; Wm Tibbals, Escanaba, Mich; Supt B M Reynolds, Faribault, Minn.

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Time Table of Through and Local Trains.

Corrected to Feb. 17*th*, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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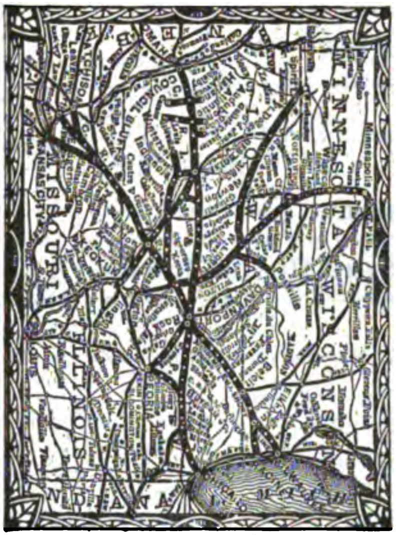

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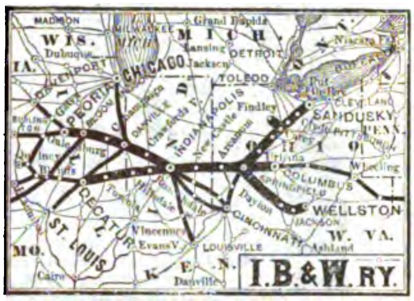

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Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a.m.
Indianapolis	Lv	10.10 a.m.	5.25 p.m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.51 "	8.27 "
Montpelior	Lv	2.17 "	8.47 "
Bluffton	Lv	2.32 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p.m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a.m	5.50 a.m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Montpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a.m.
North Vernon	Ar	6.40 "	....
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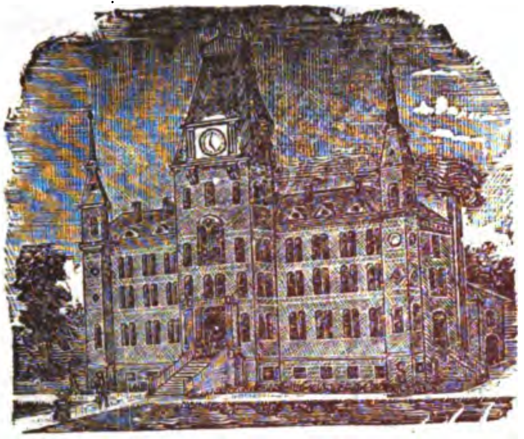

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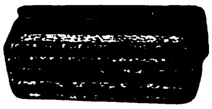

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Educational Weekly.

CRISP, IMPARTIAL, DECIDED.

A PAPER FOR EVERY TEACHER AND SCHOOL OFFICER.

PUBLISHES THE OFFICIAL DECISIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

VOL. III INDIANAPOLIS, INDIANA, AUGUST 9, 1884. No. 4

Current Events.

Gen. Butler has accepted the Greenback nomination.

The lessees of the Arkansas State Penitentiary have received notice from the citizens of Pope county to take the convicts out of the coal mines there within ten days. The people are determined not to allow convicts to work in the county.

The Bartholdi statue committee has decided that the laying of the corner stone of the pedestal shall take place August 5, at 2 p. m. The ceremony will be performed by the Grand Master of Free and Accepted Masons of the State of New York. Bishop Porter will make the prayer and pronounce the benediction. The orator has not yet been selected.

Lieutenant Greely and his brave band of explorers were received in royal style on their arrival at Portsmouth, N. H. On theday of the arrival of the rescuing fleet, the Bear, Thetis and Alert, Mrs. Greely was taken to the vessel in which her husband was, though he was not expecting to see her until the next day. The meeting was a most effecting one and brought tears to the eyes of all on board, on Monday the formal reception was held. Gov. Hale of New Hampshire, Senator Hale of Maine, Secretary of the Navy Chandler, Congressmen Randall and Robinson, and Gen. Benj. F. Butler were present and made stirring addresses.

Foreign.

Minister Lowell is in poor health.

The members of the Royal Geographical Society, London, appear to take even more interest in the heroic achievement of the Greely party than do Americans, proud as they are of there fellow-countrymen.

The cholera epidemic is decreasing in violence but spreading in area. The disease has entered twenty-five cities and villages in Southern France, at Toulon some 5,000 people who has fled have returned home. A few cases have appeared in Italy.

The opening session of the Congress, composed of the two Houses of Parliament which assembled at Versailles, France, to undertake the revising of the Constitution, was exceedingly uproarious, and broke up in great disorder, after a stormy meeting.

A letter from Parnell to the local secretary of the National League of Ireland has been made public. Parnell says he anticipates, as the outcome of the parliamentary committee's report, that an important improvement in the condition of the labor classes in Ireland will be effected.

An enthusiastic meeting was held at Birmingham, England, on Monday last. Twenty thousand people were present. John Bright and Joseph Chamberlain made speeches denouncing the recent action of the House of Lords in vetoing the franchise bill and declaring that the veto power of the peers must be restricted. Chamberlain said: "If the lords remain obstinate in opposition to the popular will, the present agitation will continue to the bitter end. I look forward with eager hope to the result of this agitation. England, the chosen home of self-governed people, will never be subservient to the insolent pretensions of an hereditary class." The sentiments of the speakers were received with enthusiastic applause.

The French Yellow Book, gives the following information of the recent negotiation between France and China: France at first demanded of China an indemnity of 250,000,000 francs for the affair at Langson, but after China ordered her troops to withdraw from Tonquin, France only asked that China should compensate the families of the soldiers killed at Langson, and pay the extra expenses which the Chinese attack will make it necessary for France to incur. China objected to the indemnity, but on July 19 consented to appoint the Viceroy of Nankin to enter into negotiations with Patenotre, French minister. China then announced that she had submitted the indemnity questions to the powers. Between the 27th and 29th of July Patenotre telegraphed the home government it was impossible to arrive at an understanding with the delegates of China who refused to pay the indemnity, and asked that the time granted China to accept the French ultimatum be extended. Minister Ferry thereupon telegraphed to Patenotre, July 30, to extend the respite if necessary. Patenotre replied that China offered to pay an indemnity of 1,000,000 francs and he refused it. July 13 France informed Admiral Courbet of her intention to occupy Foo Chow and Kelung in case China refused the French ultimatum. Admiral Courbet was ordered to use force only if attacked.

State Board Questions for July.

Theory of Teaching.

1. What is consciousness?
2. How does the mind of a child differ from that of an adult?
3. Why is it important that the movements of a school be regulated by signals rather than verbal orders?
4. Name the chief characteristic of a good recitation.
5. How does instruction in primary arithmetic differ from instruction in advanced arithmetic?

Penmanship.

1. What are the principal subjects that should receive attention in teaching penmanship?
2. Name the different positions in which a person may sit to write.
3. Describe the right position.
4. Analyze o, p, h, n, e:
5. Write the capital letter in which the eighth principle occurs.

Grammar.

1. State the difference between a direct and indirect objective modifier. What parts of speech do they modify?
2. What general uses may the proposition have? Illustrate in sentences
3. Explain the difference between an abridged compound sentence and a simple sentence having a compound element. Give example of each.
4. What class of words join adjective clauses to the words they modify. Give examples.
5. What kinds of modifiers has the infinitive? Give example of each.
6. Why is it that the infinitive and participle may be used as nouns and at the same time take the modifications of a verb?
7. Parse all the words in the following: "I know John to be a scholar."
8. Fill the following blanks with the correct form of the compound relation, and give reasons: "I help ——— needs help." "—— you send will be received."
9. Write a sentence in which *where* is used as a simple conjunctive adverb; one in which it is used as a compound conjunctive adverb.
10. State the difference in use between the present perfect tense and past tense.

Arithmetic.

1. When the interest, rate per cent., and time are given, how find the principle? Illustration by an example.
2. Give the rule for computing interest by the six per cent method.
3. How many orders in the square of any number? How many in the square root?
4. In extracting the square root, why take twice the term of the root found for a trial divisor? In extracting the cube root, why take three times the square of the first term of the root for a trial divisor?
5. Add the square root of .030625 to the cube root of 3,048,625.
6. A railroad has three switches, or side tracks of the following lengths: 3013, 2231 and 2047 feet; what is the length of the longest rail that will exactly lay the track on each switch?
7. The amount of a certain principal for three years, at a certain rate per cent., is $750, and the interest is ¼ of the principal; what is the principal and what is the rate per cent?
8. Time is 7 hrs. 57 min., 26⅗ sec. later at St. Petersburgh than at New Orleans, and the longitude of the former is 30° 19′ 46″ E; what is the longitude of the latter?
9. Find the interest of $6,919.32 for 7 yrs. 6 months, at 6%.
10. What principal will produce $220 interest from October 25, 1871, to March 7 1872, at 8%?
11. A tree 51 feet high was broken by the wind; ⅔ of the part that fell was equal to ¼ of the stump; how long was each part?
12. Find the side of a cubical box containing 25 bushels.
13. A boy makes 8 steps, each 1 ft. 10 in., while a man makes 5 steps, each 2 ft. 8 in.; how far will the boy go while the man is going 3¼ miles?

The applicant may select ten questions.

Physiology.

1. Why is a proper position of the body, in sitting or standing, necessary to health?
2. Describe coagulation. On what does it depend? 2 pts., 5 ea.
3. Distinguish between arterial and venous blood.
4. Make a diagram of the heart, showing its parts.
5. Describe the diaphram.
6. Describe the different kinds of nerve matter and their functions.
7. Describe the optic nerve and its connections.
8. What is the cause of animal heat?
9. a What is meant by reflex action? b Give examples. a 7, b 3.
10. Describe the structure of valves.

History.

1. What is the oldest town in the United States? By whom was it founded? 5, 5,
2. Who was the author of the "Declaration of Independence?" On what earlier document was it modeled? 5, 5.
3. When Santa Anna demanded Taylor's surrender, what was Crittenden's reply? What did Santa Anna say of Gen. Taylor? 5, 5.
4. Who founded Georgia? For what purpose? What two things did he refuse to admit into the colony? 2, 2, 3, 3.
5. What was the first pitched battle of the Revolution? What was its results? 5, 5.
6. What was the contention between the two parties in the Constitutional Convention?
7. What was a peculiar feature in the term of service of the earlier Presidents, between those from the North and those from the South?
8. What laws were passed by several of the States to annul the effect of the "Fugitive Slave law?"
9. What two results of the civil war seem in their importance to be worth nearly all they cost? 5, 5.
10. Name those whom you regard as occupying the following positions in the United States in point of character, not time, the first orator, first historian, first poet, first novelist, first naturalist. 5pts

Geography.

1. What is the use of the figures found at the sides and bottom of maps?
2. Describe the native inhabitants of the Arctic coast of North America.
3. Where are the levees of the Mississippi? Describe them and tell their purpose.
4. What two rivers drain the great valley west of the Sierra Nevada Mountains?
5. What two groups of lakes in Europe? Name the principal lakes of each group.
6. Name five tributaries of the Amazon river.
7. Name ten seas on the coast of Europe.
8. Locate Liverpool, Lyons, Cologne, Hamburg, Glasgow.
9. Where are the fertile regions of Asia?
10. Describe five rivers of Africa?

Reading.

1. Name two things that are necessary in order to read a selection correctly.
2. Why should the pupil be erected when he reads?
3. Which method of teaching reading do you prefer? The alphabet or the word? Give reasons for your choice.
4. How would you keep pupils from reading in a monotonous tone.
5. Why is it so important that the child should call the words at sight when reading?
6. Read a selection given by the Superintendent. 1p.

Orthography.

1. Define primitive word, derivative, word compound. 7 off for each one missed.
2. Write the abbreviations for following words and expressions: Account, merchandise, the present month, the last month, the next month. 5 points, 4 for each,

4. Correct the following:

a Nearly all the men able to bare arms had been draughted into the service.
b His stile in writing was chased and pure.
c Feint hart near won fare lady.
d A hoard of savages rushed threw the breach into the forte.
e The heaviest dues fall on clear knights. 2p.

4. Write five sentences and use one of the following words in each: fane, caste, frize, corps, maze. 5 points, 4 for each.

5. Mark the accent and indicate the proper pronunciation of the following words by the use of diacritical marks: Peremptory, raillery, squalor, vacrine debris. 5 points, 4 for each.

Educational Miscellany.

How can a Love for Good Literature be Best Instilled into the Minds of Pupils?

WILL. J. HOUCK, SUPT. JAY COUNTY.

[*Continued from last week.*]

But let us revert to that district school, and experiment our way if possible into a healthier atmosphere. On an evening best suited to the convenience of the neighborhood, and at a place easily accessible to all I shall invite a general convention of the district. I shall go equipped with an outfit of "sample copies" of the best papers obtainable, of a literary character. Having familiarized myself with their contents, with a kind of prepared talk upon the features probably most interesting to my audience, I shall undertake with the entire district what seemed so useless and so fruitless when directed to the school alone.

Your incredulous smile does not suprise me, nor disarm me. The first blush may suggest presumption, but a more careful look shows you one very superior advantage,—I am reaching the heart and center of the home circles, whence come the most potent of all influences.

After presenting the nature and character of the papers, or the parts of them which will prove most interesting to my patients, I shall organize informally a reading circle according to a preconceived plan; shall take up a collection sufficient to pay for four or five good wide-a-wake papers for a period of three or six months; these papers shall be the common property of the circle; I shall designate the school room as the Reading Room, and establish certain simple rules regarding the use of the papers, managing as nearly as possible to properly distribute the benefit. In the room I shall have a table, which shall be denominated the "Reading Table," at which I shall place chairs borrowed from generous neighbors, unless the trustee has enough of the spirit to furnish them. This table shall be kept sacredly inviolate, approached only under certain regulation. I shall seat all visitors at this table affording them the pleasure of dividing their time between literature and the school, and thus, probably, induce them to come the oftener. At our second meeting of the Reading circle, there will be an interest of different character from the first. We shall now have a discussion of what the papers contained; and this more than likely will embrace something of Geography, History, Biography and Science. Of course we must be guided by our judgment as different emergencies arise; but we opine that the average teacher would find the interest and spirit of investigation growing so rapidly that it would require remarkable activity on his part, to be equal to the demands that would devolve upon him as a referee general.

Very soon it would be well to introduce books; having carefully selected those that will delight, and yet edify them.

Let them begin with Cooper's Novel of the Spy; then take the Life of Washington by Irving or Headly. And while this is a romance, it will inspire them with respect and admiration for great and good men, and at the same time give them a good idea of the revolution, and, more than likely, plant a desire to follow up the History of America. One of the first books to be read is the life of Benj. Franklin, the first American scientist and diplomatist. And here I wish again to refer to the Essay read by Mr. Albert Fletcher of Indianapolis before the State Association of County Superintendents on the subject, Libraries for Country Neighborhoods, which appears in full in the issue of June 21 of the EDUCATIONAL WEEKLY. This article alone is worth many times the price of the paper.

In that article Mr. Fletcher suggests a course of reading, which, with a little modification, serves our present purpose. We should say, at least to begin with Kenilworth, by Sir Walter Scott, then take the life of Queen Elizabeth as found in Miss Abbott's series, and (especially for the girls) the Heroines of Shakespeare. Eventually Shakespeares's plays themselves; and the poems of Spencer, Bacon and others will be read with pleasure and delight. Thus by making judicious selections, their tastes for novel reading or no reading at all can be developed into a love for good literature. And even the sciences may, eventually, be judiciously undertaken by the more advanced thinkers. But I imagine I hear some objecting, or, at least, doubting the propriety of adopting a plan that will connect itself so intimately with the work of the school. But this is one of its best features, otherwise the teacher would be shorn of half his power to manage and direct it. Besides, if I as teacher, have succeeded in instilling into my pupils a love for good literature, I have accomplished more than the usual round of school work, in a common way, can accomplish in years. The teacher who understands his duties,does not dispense according to a stereotyped prescription, but will by some means instill a love for knowledge; this done, the pupil goes on, of his own momentum, growing and strengthening through life. It is specially important that a teacher see to it that reading is done slowly and thoughtfully, pointing out the beauties and excellencies, and by questions keeping the mind on what is read. He should realize that an inclination to study what is read, is all important, and close attention develops inclination, which, in turn, breeds love. Dr. Johnson says: "What we read with inclination makes a strong impression. If we read without inclination, half the mind is employed in fixing the attention; so there is but half to be employed on what is read." "If a man," says he, "begins to read in the middle of a book, and feels an inclination to go on, let him not quit to go to the beginning; he may perhaps not feel again the same inclination." Pupils should be taught, as Lord Bacon said, to "read not to contradict and refute, nor to believe and take for granted, nor to talk and discourse, but to weigh and to consider." This will prevent mechanical reading and improve the interest.

But it is also necessary that matter read should have an opportunity to digest, and this cannot be if there is constant cramming. "Thou mayest as well," says Rev. Andrew Fuller, "expect to grow stronger by always eating, as wiser by always reading."

It would not be amiss to allot a few minutes each day of school to the discussion, or reading and discussion of some interesting selection. This should be brief, pointed, critical. By it the teacher can impress his pupils, first with the necessity of reading understandingly, and secondly with the great benefits to be derived from a wise devotion of even a few hours each day.

Horace Mann advises that "we resolve to edge in a little reading every day, if it is but a single sentence. "If you gain fifteen minutes a day," says he, "it will make itself felt at the end of the year." No teacher, unless he possesses a strong appetite for good reading himself, can even hope to meet with success with his pupils. The inconsistency of his preaching and his practice become readily apparent to all. He should be as an ever springing fountain; a reservoir of novelties and beauties; rich in knowledge and able in reason, ready and apt to supply every growing demand, as living streams at which to slake every new thirst.

Practical Lessons.

Outline of a Course in Arithmetic.

THREE—(Continued.)

JAMES BALDWIN, Rushville Ind.

XII. Teach what is meant by one-third. How to write $\frac{1}{3}$. Show that $\frac{1}{3}$ of $3=1$; and that $\frac{1}{3}$ of $1=\frac{1}{3}$.

Examples: 1. How many thirds can you cut an apple into? How many halves?

2. Which is greater $\frac{1}{2}$ or $\frac{1}{3}$? (Illustrate.)

3. Draw a line 3 inches long. How long is a line $\frac{1}{2}$ that long? How long is a line $\frac{1}{3}$ that long?

4. Draw a line on the board 1 foot long. Draw three such lines. (Use rulers.)

5. Draw a triangle making each side a foot long.

6. Draw a line three feet long. We say that any thing just three feet long is a yard long. I will see if the lines you have drawn are just as long as this yard stick.

7. How many feet in $\frac{1}{3}$ of a yard? How many in $\frac{1}{2}$ of a yard?

8. A yard is how much more than two feet?

9. If I step one foot at a step, how many steps must I take to go a yard?

10. Here is a strip of paper just a yard long. You may cut it into three equal parts.

XIII. Teach "2 pints in one quart."

1. If I use a pint of milk a day, how many days will it take me to use a quart?

2. How many pints in a quart and a half?

Illustrate by a variety of examples.

XIV. Teach pupils to distinguish things about a foot long; about a yard long: about an inch, two inches, three inches long. Give them abundant practice in drawing straight lines of a given length without using rulers. Let them measure things which are one inch, two inches, three inches long; things one foot, two feet long; things one yard, two yards, three yards long.

Questions: 1. Which is greater, 3 pints or 1 quart? How much?

2. Which is longer, 2 feet or 1 yard? How much?

3. If 1 pint of milk cost 1 cent, how much will a quart cost?

4. If a quart of vinegar cost 3 cents, what will 1 pint cost?

5. What part of 1 quart is 1 pint?

6. A foot is what part of a yard?

Slate Work;

$1+1=$

$1+1+1=$

$1+\quad=3$

$2\times\quad=2$

$2+1=$

$3\times\quad=3$

$1\times\quad=3$

$1\frac{1}{2}+1\frac{1}{2}=$

$1\ |3$

$2\times1=$

$3-1=$

$1\times\quad=3$

$\frac{1}{2}$ of $2=$

$\frac{1}{2}$ of $3=$

$\frac{1}{3}$ of $3=$

$\times1=3$

$2\ |2$

$|\frac{3}{3}-$

Analysis: In teaching Arithmetic to children, the chief object is to enable them to perform all ordinary operations with small numbers. It is altogether unnecessary that they should be able to state the reason why certain processes produce certain results. Analysis, if given at all, should be as brief as possible. No unnecessary words should be used. Shun all "hences" and "therefores." The child has not yet anything to do with the technicalities of grammar or logic; he is learning arithmetic now, and no side issues should detract his attention. He should, of course, be able to tell you, if asked, when to add, and when to subtract, and why; also, when to multiply and when to divide, and why. But he should never be taught to repeat, parrot-like, those absurd forms of words—known as the "analysis of the problem"—which, if not entirely meaningless to him, cover up and obscure the vital points of the question. Yet if you insist that reasons should be stated for every process, I submit the following forms of analysis, between which you may choose.

FIRST FORM.

TEACHER:—If John has 1 pencil and Mary has two pencils, how many pencils do both together have?

PUPIL:—If John has 1 pencil and Mary has 2 pencils how many pencils do both together have? If John has 1 pencil and Mary has 2 pencils, both together have as many pencils as the sum of 1 pencil and 2 pencils which is 3 pencils. Therefore, if John has 1 pencil and Mary has 2 pencils, both together have 3 pencils.

SECOND FORM.

TEACHER:—If John has 1 pencil and Mary has 2 pencils, how many do both together have?

PUPIL:—They have 3 pencils, because 1 and 2 are 3.

FOUR.

I. Let the pupils name four objects of the same kind. Let them make four marks, four straight lines, four stars, etc.

Let them draw squares on slates and blackboard. Let them form squares with sticks; pick out square pieces of pasteboard from a box of forms.

"A figure with four equal sides and four square corners is called a square."

"Draw a square on the blackboard, making each side one foot long. Draw one on your slates, making each side one inch long."

II. Teach how to write:—

$1+1+1+1=4.$

$2+1+1=4$

$2+2=4$

$1+3=4$

$3+1=4$

Illustrate with objects.

III. "Four is how many more than two? than three? than one?"

"Here are four boys, and there are two girls. How many more boys than girls?"

"Each of the girls holds two books in her hand. How many books do both hold?"

"I put four blocks on the table, and hold half as many in my hand. How many have I in my hand?"

"If a pint of milk costs 2 cents, what will 2 pints cost?"

Illustrate by similar examples all possible operations in addition, multiplication, subtraction and division—the largest number being 4.

(To be Continued.)

Instruction in U. S. History.—III.

BY E. E. SMITH.

METHODS AND AIDS.—(*continued.*)

III. RECAPITULATIONS.—Many things necessarily taught in successive lessons in history are contemporaneous. Things taught in the same lesson often occur at widely varying intervals of time. The relation of parts to wholes, the proper co-ordination of occurrences and dependence of effect upon cause, the co-operation of individuals and incidents under a common purpose but without a common understanding,—all need to be presented in some way before the mind of the pupil. He should have a comprehensive view that fixes the main features in co-ordination or subordination, dropping unimportant particulars out of sight, and so arranged as to leave a clear and definite impression upon the memory.

It is a fruitless task, and about as useless as it is fruitless, to burden the memory with minutiæ accompanying and necessary to the study of an individual topic. These may be looked up in works of reference at any time at which they may be needed, if only the great fundamental facts and historical characters are known in proper surroundings and sequence.

Now we know of no way of accomplishing such a presentation before the pupil than by graphic recapitulations. Whether these shall be given before or after the study of the topic outlined depends upon the subject under consideration, its relations to that which is already known, and the condition (previous preparation) of the pupil's mind. If there be danger of a loss of interest through the possession of such an outline, when enthusiastic self-search might be stimulated by its gradual revelation, by all means lead the pupil to independent effort and conclusion. Should the pupil, by self-investigation, arrive at obvious inferences, correct or incorrect, he deserves credit for his work and *should receive it.*

The teacher makes a grave mistake who conceives it to be his duty to lead the pupil to the adoption of his views or of the views of any other. Rather should he regard the pupils and himself as mutual seekers after truth, his experience and knowledge simply aiding all to avoid unnecessary labor and thus to conserve their energies by the wisest adaptation of means to ends.

The summary by parallelism usually and naturally follows the study of the subject, answering, as some one has well said, to the map of the engineer after the survey of the ground.

These recapitulations, beside the advantages afforded in unifying and associating things properly belonging together, when written out have employed the agency of the eye and the hand and are hence valuable as means of review and of ready reference. Following are given a few for the purpose of indicating their various uses:

THE MOUND BUILDERS.

- I. LOCATION.
  - General.
    - 1.
    - 2.
  - Special.
    - 1.
    - 2.
    - 3.
    - 4, &c.
  - Where most numerous? Why?
    - 1.
    - 2.
    - 3.
    - &c.
- II. ANCIENT REMAINS.
  - Composition.
  - Classes.
    - Enclosures.
      - 1.
      - 2.
    - Mounds.
      - 1.
      - 2.
      - 3.
      - 4.
      - 5.
- III. IMPLEMENTS.
  - Kinds.
    - Domestic.
    - War, Hunting, &c.,
    - Ornamental.
  - Of what made
    - Stone,
    - Metal &c.
  - Inferences from these as to manner of life.

IV.
GENERAL INFERENCES.
1. Government.
2. Occupation.
3. Religion.
4. Antiquity.
5. Origin.
6. Knowledge.
7. Disappearance

V.
GENERAL CONCLUSIONS.
(Under the preceding head the discussions of the class should be confined pretty closely to the topics given; under this head, such points as may be desired may be freely discussed by the class.

NOTE.—The preceding outline is intended to be given to the class *before* entering upon the study of the topic, in order to concentrate their investigations and to economize time and effort. Each pupil should be encouraged to improve upon the diagram given if he can, to read, reflect and conclude for himself, and specially to make note of any fact, statement of opinion, or individual inference that may seem to him out of the usual line.

(To be continued.)

Correspondence.

The Discipline of Distrust.

Mr. Editor:—Although, as I remarked in a former letter, I am very old-fogyish in my tastes and manners I was educated in the public schools of Indiana; and however ignorant I may be of your present methods, I know all about what was thought to be the right thing, years and years ago. I owe a great deal to the training which I received in the public schools. Talk about the schools not teaching morality,—why, my dear sir, it is all a mistake! When I was a scholar, they taught it from the ground all the way up; and I will tell you how they did it. You will believe with me that it was a good, practical sort of moral instruction, —nothing sentimental about it. It was founded upon one single principle which seems lately to have become quite generally accepted in this country. That principle was this: "Every man is dishonest if you give him a chance: don't give him a chance."

I remember when I was a small boy I frequently went to school quite early. If the "first bell" had not yet rung, I found the doors locked, and, with a dozen other children who lived too far to hear the bell, I was obliged often to stand shivering for half an hour on the door-steps. This was not altogether agreeable to me, but it was all right. It was moral lesson, number one: "Children cannot be trusted alone in the school-room; they will damage furniture and steal small articles whenever any opportunity offers." By and by the janitor rang the bell, the teachers arrived, and we marched into the building. In every hall and at every turn of stairway, stood a "monitor;" or sometimes, we found the superintendent pacing one hall and the janitor the other. Why was this? It was lesson number two: "Children cannot be trusted to their honor, because they haven't any. Some adventurous boy might wear his hat in the hall if he were not carefully guarded." In the school-room we were watched still more carefully; our desks were inspected daily; our exercises were scanned with care, not so much to discover whether they were accurately and neatly done, but to see whether we had not attempted to cheat; our every movement was regarded with suspicion, and we knew from the first that our teacher had not the slightest confidence in our integrity. But we didn't care. This was moral lesson number three: "It's a smart thing to get ahead of the teacher when you can."

But we soon found that the teacher was no more trustworthy than ourselves. The superintendent was not to be deceived; he would walk tip-toe across the hall, and put his ear to the key-hole to discover whether the teacher was devoting herself "faithfully and exclusively to the duties of her office;" he would come into the room at unexpected moments to see whether she was not "violating the programme," as he expressed it: he would carefully scan every entry in her registers and class records, fearing that she might report her "percentages" too high; he was determined to give her no chance to cheat, no matter how ingenious and how resolute she might be in her efforts to do so. This was moral lesson number four. "Teachers as well as scholars are dishonest when left to themselves."

Examination day was the great day of distrust. Every precaution was taken to prevent dishonesty. The superintendent prepared the questions with the greatest secrecy, and permitted not even the teacher to see them until the moment arrived for submitting them to the pupils. All books were taken from the pupils; their pockets were searched for contraband note-books; cronies were separated; and the teacher grew wall-eyed, endeavoring to watch every part of the room at the same time. Finally, after all the papers had been completed and marked, they were carefully inspected by the superintendent, to see if the teacher hadn't cheated in her "per cents." Lesson number five: "It makes little difference whether you know a thing or not, if you can make the teacher believe you know it."

At first we thought that the superintendent, if no one else, was worthy of confidence. But we soon discovered that the school-board was watching all his movements; that the county superintendent had a careful eye on him; and that everybody suspected that, somewhere or other, there was a screw loose in his system of management, and that he was reporting things to be in a much better condition that they actually were.

Finally, we learned that the county superintendent, notwithstanding his exalted position, was considered a worthy subject of distrust. We were told that the State Board had but slight confidence in his integrity; and that the questions which he used in examining teachers were sent to him under seal, with strict injunctions not to open them, save in the presence of the class to be examined. But we learned that he revenged himself gloriously by bestowing a double portion of distrust upon the trembling "candidates" who appeared before him on examination day.

And so we were led to believe that possibly the State Board were the only trustworthy persons connected with the public schools; and nobody knows how much watching they would need if only there were somebody higher in authority than they.

Now, Mr. Editor, I would like to see this system of moral instruction continued. The old-fashioned idea of being honest because it is right will not do for this progressive age. But every child can be taught that if he does wrong there is one chance in ten that he will be found out and punished.

Yours Faithfully,
Job Seldom.

Current Science.

Experiments in the use of air as the condensing medium in ice machines prove that it is probably better suited to this purpose than any other gas thus used. A machine in which air is used has been in practical operation over six months and has required no repairs whatever. It is estimated that it produces a cooling effect of five pounds of ice to one pound of coal consumed.

Compressed air delivered in pipes is likely to become a general motor for running engines of small horse power. A machinery plant soon to be laid in England will supply 5,000 indicated horse power in compressed air. By proper distribution this may supply the motor force for all the machines of an ordinary town. This movement contemporaneously with the starting of refrigerating by compressed air is of much industrial significance to the entire engineering would.

A Highly Elevated Railroad.

The Pike's Peak Railway, which will be in operation next year, will be the most notable piece of track in the world. It will mount 2,000 feet higher than the Lima & Oroya Railway, in Peru. It is now in operation to a point over 12,000 feet above the sea level. The entire thirty miles of its length will be a succession of complicated curves and grades, with no piece of straight track longer than 300 feet. The maximum grade will be 316 feet to the mile, and the average grade 270 feet. The line will abound in curves from 500 to 1,000 feet long, in which the radius changes every chain.

Public Sentiment.

The greatest obstacle to educational reform is the conceit of local superiority, the conviction of respectable teachers that there is nothing better than their own school pressure, and the indisposition to embark on a thorough experiment of house-cleaning that will raise a dust, upset the disorders of their own domain, and compel them to learn new and better ways of doing familiar things.—*N. E. Journal of Education.*

The great educational movement of the nineteenth century may be summed up:

1. An effort to discover and to interpret the facts of the child mind.
2. An effort to select and to combine in a course of instruction studies that are consonant with these facts.
3. An effort to invent methods of instruction adapted to the child mind.
4. An effort to establish a discipline that shall secure order and develop character.

These ideas have powerfully stirred all enlightened communities. They are the source of the most characteristic features of our current public school education, both good and bad. They are the causes of our "developing processes," "natural methods," "normal systems," and "new educations."—*B. A. Hinsdale, Supt. Cleveland (O.) Schools.*

The Supremacy of the English Language and Literature.

President Eliot, of Harvard, discussed the question "What is a Liberal Education?" in the June *Century.* While admitting that Latin and Greek are valuable studies, he says of English: "It cannot be doubted that English literature is beyond all comparison the amplest, most various, and most splendid literature which the world has seen; and it is enough to say of the English language that it is the language of that literature. Greek literature compares with English as Homer compares with Shakespeare, that is, as infantile with adult civilization. It may further be said of the English language that it is the native tongue of nations which are pre-eminent in the world by force of character, enterprise, and wealth, and whose political and social institutions have a higher moral interest and greater promise than any which mankind has hitherto invented. To the original creations of English genius are to be added translations into English of all the masterpieces of other literatures, sacred and profane. It is a very rare scholar who has not learned much more about the Jews, the Greeks, or the Romans through English than through Hebrew, Greek or Latin.

"And now, with all this wonderful treasure within reach of our youth, what is the position of American schools and colleges in regard to teaching English? Has English literature the foremost place in the programmes of schools? By no means; at best only a subordinate, and in many schools no place at all. Does English take equal rank with Greek or Latin in our colleges? By no means; not in the number and rank of the teachers, nor in the consideration in which the subject is held by faculty and students, nor in the time which may be devoted to it by a candidate for a degree. Until within a few years the American colleges made no demand upon candidates for admission in regard to knowledge of English; and now that some colleges make a small requirement in English, the chief result of the examination is to demonstrate the woful ignorance of their own language and literature which prevails among the picked youth of the country."

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Now is the time to subscribe for the EDUCATIONAL WEEKLY. While at the Institute avail yourself of *club rates*, by which you will get fifty papers for $1.50 three cents a piece. Any one of these fifty numbers of the WEEKLY is worth five times the cost.

PENMANSHIP.

It is a good sign that a great deal of attention is being paid to penmanship in our schools. The children should not only be taught to write; they should be taught to write well. There is no longer excuse for bad penmanship among teachers. It is certainly one of the most useful branches of learning. It is a popular fallacy, that in teaching writing, the ability to write well is a *non essential.* To teach music, or drawing well, it is necessary to be able to sing and to draw. So with penmanship. The elements of letters, their combination and classification, spacing, shading, penholding and position, should all be thoroughly mastered by the teacher.

A WELCOME CHOICE.

The Superintendency of the Indianapolis schools has been settled in the interest of civil service reform. The election of Lewis H. Jones to the Superintendency by a unanimous vote of the board on Friday evening, August 1, has met with general favor for at least three substantial reasons:

1. This action of the board concedes the propriety of utilizing home talent when it can be made available in the higher positions of school work, in preference to forcign talent. It gives the preference to Indiana men for Indiana schools.
2. It acknowledges that we have men in our own State as competent as are to be found elsewhere, for as we understand the intentions of the Indianapolis school board, it was their purpose to secure the best talent available, for this position, wherever it was to be found.
3. But most important of all, it carries out the true idea of Civil Service Reform, by appointing from the ranks of the teachers to the office of superintendent, one who has not specially sought the promotion, but who, for many years, in various capacities, has earnestly, patiently and conscientiously served the interests of the schools with great faithfulness.

We are glad to point to this fair example of suitable reward for faithfulness as an incentive to others, and specially glad to chronicle so marked a case of "Civil Service Reform" as emanating from the teachers' profession. Mr. Jones is a native Hoosier, born in Hamilton county in 1844. Educated at Spiceland Academy at first, afterwards he spent four years in the Oswego Normal Training School, where he graduated from both courses of study, each extending over a period of two years. Mr. Jones was not yet satisfied with his preparatory course of study, for in 1870 he entered as a private pupil upon the study of Natural History, under Professsor Louis Agassiz, at Cambridge, whence he was called to the chair of Natural History in the State Normal School at Terre Haute. Mr. Jones has served 11 years as principal of the training school and other positions in connection with the Indianapolis schools.

STICKS FROM BEN. JONSON'S "TIMBER."

Very few men are wise by their own counsel, or learned by their own teaching; for he that was only taught by himself, had a fool for a master.

Wisdom without honesty is mere craft and cozenage; and therefore the reputation of honesty must be first gotten, which cannot be put by living well. A good life is a main argument.

There are certain smatterers that are busy in the skirts and outsides of learning, and have scarcely anything of solid literature to commend them. They may have some edging or trimming of a scholar, a welt or so—but it is no more.

Greatness of name in the father oft-times helps not forth, but overwhelms, the son; they stand too near one another—the shadow kills the growth.

Truth is man's proper good; and the only immortal thing that was given our mortality to use.

Ease and relaxation are profitable to all studies. The mind is like a bow, the stronger by being unbent.

Schools are the seminaries of state; and nothing is worthier the study of statesmen than that part of the republic which we call the advancement of letters.

Good men are the stars, the planets of the ages wherein they live.

Money never made any man rich, but his mind. He that can order himself to the law of nature, is not only without the sense of poverty, but the fear of it.

No precepts will profit a fool, no more than beauty will the blind, or music the deaf.

THE TEACHING FRATERNITY.

As the Institute season advances, we are forcibly reminded that nowhere is there a more faithful class of hard workers than is found among the teachers of Indiana. No person can accuse the teaching fraternity of a lack of zeal. Educational conventions and teachers' institutes are numerous, and always well attended; the Normal Schools—and their name is Legion—are patronized to overflowing; there is no end of educational literature—professional books and papers, which, if not studied, are certainly bought and paid for; and the commonest text-books in grammar, arithmetic, and geography, are well thumbed by teachers, if not by scholars. Everywhere to-day, the merits of this or that educational theory are being discussed, the purposes, methods, and needs of the public schools are receiving the attention of those who are to control them; and in some places, much laborious hair-splitting is being engaged in, as earnestly as if the nation's salvation depended upon a correct division between the "south and south-west side." Very soon, the schools all over the country will open for the campaign of 1884–85. Then every teacher will be at his post, brimful of enthusiasm, and with high resolves as to the work which the coming year is to see accomplished. And we must believe that with the great majority of public school teachers, there will be no diminution of zeal, no flagging of earnestness, during the school year. There will be no lack of work and worry, weary heads and hands, and overburdened hearts. And, when the seven, eight, or nine months of teaching work have passed by, the teacher finds relief for a brief season, not in laying the burden down, but in again becoming a pupil and taking up the routine work of Normal School and Institute by way of preparation for another year's labor or the ordeal of the ever-recurring teacher's examination. The teacher's work is never ended while he remains in the profession. Under existing conditions, not only are his time and energies devoted almost exclusively to some form or other of school work, but his earnings are spent, either directly or indirectly in the interests of the cause.

Now, we would not have teachers less enthusiastic, we would not have them slacken their diligence, nor abate their zeal in the good work—we would even desire greater diligence and more zeal. But we honestly believe that if even half the well-meant labor of teachers could always be productive labor, the schools would accomplish better work than is now accomplished. How to avoid waste of energy in educational methods, it seems to us, is the great problem that lies before us. J. B.

INDIVIDUALITY VS. UNIFORMITY.

The careful observer of graded school methods cannot have failed to note how little attention is paid to the individual peculiarities, tastes, and capabilities of the pupils. Those traits of character which we may call inherent, are almost entirely ignored; and no account is taken of differences either in physical ability or in mental tendencies. The teacher's energies are bent towards making the child fit into the system, rather than towards adapting the system to the child. The same routine of study is marked out for all; the same code of laws and penalties regulates the conduct of both the weak and the strong. The boy of genius and promise receives the same treatment and the same intellectual nourishment as the dullard or the fool. The willing, the earnest, the passionate, are made to pursue the same path as the idle, the phlegmatic, the vicious. Thus the public school too often becomes a leveler in the wrong sense of the word. The pupil of bright talents is discouraged or falls into careless habits, and the earnestness of his nature leads him, if not to rebellion, to a hearty hatred of school. The weak and the unwilling, burdened with that which is not only distasteful but which often proves to be of no earthly value to them, grope their way from grade to grade with the faintest possible conception of what they are doing. Many facts, rules, and principles, are memorized and stored away in the pupil's intellectual lumber-room, and he is expected to develop into a thoughtful scholar. Many precepts, beautiful in intention, are crammed into his moral cranium, and great wonder is expressed if he does not become an exemplary gentleman. Whose fault is it that so many children with good natural tendencies leave school with bad habits, not to say vices, which the best influences of teachers and wholesome rules have not succeeded in preventing? Would it not be better if a part of the energy which we expend in securing uniformity of grade-work were devoted to the searching out and devising of means for the healthful development of the good qualities and tendencies peculiar to each individual pupil in our schools?

B.

Facts, Figures and Personals.

A. E. Davison is Principal of the High School at Rochester.

Miss Munson has been reeleted superintendent school at Mitchell.

Prof Lugenbeel of the Normal School at Mitchell has established a branch school at Mitan Tennessee.

A. Whiteleather of Plymouth has been elected Principal of schools at Bourbon at a salary of $70 per month. The School Board at Pylmouth refuse to give him up.

Prof. H. S. Tarbell will learn for his new field of labor Providence R. I. next Thursday. We are glad to announce that Prof. Tarbell has purnished a sereis of letters to the WEEKLY from his new home.

Miss Edna D. Baker, Associate Instructor in the Purdue University Academy, was married last month to W. F. M. Goss, Prof. of Practical Mechanics. She has resigned and her place has been filled by Miss Flora M. Weed, of Ft. Wayne.

It is said that there are but three persons in the United States who have received the three degrees of Doctor of Divinity, Doctor of Laws, and Doctor of Literature. These are Professor Wilson of Cornell, President Barnard of Columbia, and President McCosh of Princeton.

LaFayette was the only city in Indiana that made a complete individual exhibit in the National Educational Exposition. Its excellence was highly praised by many observers, and the city schools have been requested to make an exhibit at the New Orleans Exposition next winter.

State Superintendent Holcombe distributed at Madison Wis. an admirable little circular setting forth in a brief yet perfectly clear manner the salient points of the Indiana School system.

The LaGrange County Normal, E. G. Machan in charge, is "booming," The enrollment is 73. Mr. Machan writes: "We have a class of over sixty in Mental Science (Brooke), a very successful class in Methods, besides the common branches and Algebra, Latin and Book-keeping. We are doing normal work, not academical alone." We are glad to note such progress, but it is no more than we would expect from the man in charge.

Anderson has taken a decided step forward in the selection of her teachers for the coming year. The school board sent Supt. Hamilton to Terre Haute to attend the commencement exercises of the State Normal School, with a view to add some of the graduates to the Anderson corps. His visit resulted in the employment of Misses Moody, Champer, and Stuart, of the class of '84. These ladies are teachers of large experience, and we predict our Anderson neighbors will have reason to rejoice in this action of their school board and Superintendent. To other school boards we say, "Go thou, and do likewise."

The Richmond Normal School has closed its first year with a very creditable showing. From the catalogue we learn the following facts: The school was opened September 3d, 1883, with seventeen pupils, and grew rapidly, enrolling 78 the first term. The total enrollment of different persons during the first term reached above two hundred and forty. Few schools can show a better record of attendance during the first year. While the attendance has been remarkably encouraging, a more cheerful feature is found in the fact that the character of the work done has been such as to claim the attention of a most excellent class of students.

Prof. Horace S. Tarbell, late superintendent of the Indianapolis schools was born at Chelsie, Vermont, in 1838 and is the son of a Methodist Minister. He was educated at a Methodist College, Wesleyan University, Middletown Conn. from which he graduated in 1859. Mr. Tarbell soon after graduating began teaching in the New England Academies where he remained for seven years. In 1866 he came west, teaching for 5 years in Detroit, Michigan as Principal of the Ward Schools. At this time he was elected superintendent of the East Saginaw Schools, from which he received the promotion to the State Superintendency for Michigan. In 1878 having been elected Superintendent of the Indianapolis schools he resigned his position and removed to this city. In his short stay in Indiana Mr. Tarbell has won many friends as he richly deserves. Providence, R. I. whither he goes as superintendent at a salary of $3,000 has received a prize, while Indiana has lost a strong educator, a Christian gentleman and a *manly man*.

Central Normal Commencement.

Commencement exercises of the Normal School at Danville Ind. closed Friday night of last week. In many respects they greatly surpassed those of former years. The exercises began with the alumnal meeting on Wednesday night. Miss Joie Stewart, of Danville, presided. The alumni address was delivered by Thomas Duncan, Fort Branch, Ind. His subject was "Valhalla." It was ably discused, and greatly applauded.

The officers elected were: President, G. A. McQuown, of Brookfield; Vice president, Eugene Lewis Greenfield; Secretary, Miss Ella Dill, Danville. Exective committee—W. B. Huron, Carrie Green and Jennie Craven. The meeting than adjourned to Normal hall, where the banquet was held, J. W. Holcombe, state superintendent, responding to one toast in a pleasant manner. The teachers' class delivered their addresses on yesterday and last night. The evening session especially had a magnificent audience. State Superintendent Holcombe addressed the audience for a short time. The class of this year numbers forty-three. Over one thousand pupils have been enrolled during the year and altogether it has been for the school a most successful session. The school opens again on September 2.

Indiana County Institutes.

The following is the list of Institutes thus far reported:

AUGUST 11.

Boone, Lebanon.
Fayette, Connersville.
Hamilton, Noblesville.
Henry, Newcastle.
Jackson, Brownstown.
Jay, Portland.
Newton Kentland.
Parke, Rockville.
Putnam, Greencastle.
Switzerland, Vevay.
Wabash, Wabash.

AUGUST 18.

Cass, Logansport.
Clark, Charlestown.
Daviess, Washington.
Decatur, Greensburg.
Delaware, Muncie.
Jasper, Rensselaer.
Johnson, Franklin.
Orange, Paoli
Perry, Cannelton.
Ripley, Versailles.
Shelby, Shelbyville.
Spencer, Rockport.
Sullivan, Sullivan.
Vermillion, Newport.
Wayne, Richmond.

AUGUST 25.

Adams, Decatur.
Blackford, Hartford City.
Brown, Nashville.
Clay, Brazil.
Dearborn, Lawrenceburg.
Elkhart, Elkhart.
Floyd, New Albany.
Fulton, Rochester.
Grant, Marion.
Hancock, Greenfield.
Hendricks, Danville.
Howard, Kokomo.
Huntington, Huntington.
Jefferson, Madison,
Jennings, Vernon.
Lagrange, Lagrange.
LaPorte, LaPorte.
Madison, Anderson.
Marshall, Plymouth.
Miami, Peru.
Montgomery, Crawfordsville.
Morgan, Martinsville.
Ohio, Rising Sun.
Owen, Spencer.
Pike, Winslow.
Randolph, Winchester.
Rush, Rushville.
Scott, Scottsburg,
Steuben, Angola.
St. Joseph, South Bend.
Union, Liberty.
Vanderburgh, Evansville.
Vigo, Terre Haute.
Warren, Williamsport.
Washington, Salem.

SEPTEMBER 1.

Clinton, Frankfort.
Crawford, Milltown.
Kosciusko, Warsaw.
Marion, Indianapolis.
Pulaski, Winamac.
Tippecanoe, Lafayette.
Warrick, Boonville.

SEPTEMBER 8.

Benton, Oxford.
Fountain, Covington.
Martin, Shoals.

SEPTEMBER 22.

Starke, Knox.

SEPTEMBER 29.

Wells, Bluffton.

NOVEMBER 24.

Porter, Valparaiso.

DECEMBER 15.

Lake, Crown Point.

DECEMBER 29.

Monroe, Bloomington.
Whitley, Columbia City.

Summer Normal Schools.

FULTON COUNTY.—Supt. Williams is too well known as an experienced and competent teacher to need an introduction to our readers. In the normal Mr. Williams is assisted by Mr. A. E. Davison, who teaches history and mental philosophy with most remarkable success. Without text-book, in a series of admirable oral lessons Mr. Davison so thoroughly presents the subject of psychology and makes it so interesting and fascinating that the entire normal of fifty students, rush with eagerness to the class-room at the hour set apart for this subject. In much the same way Mr. Davison grasps the subject of general history. It will not surprise us to hear that some University or State Institution of high order is seeking to avail itself of the teaching talent possessed by Mr. Davison.

MARSHALL COUNTY.—One of the largest attended and most enthusiastic summer normals we have met this year is at Plymouth, managed by Thomas Shakes, County Superintendent, Samuel Parker, S. N. Stevens, and John C. Butler. The enrollment is 116.

Marshall County is on the "up grade." The schools at Plymouth, under the supervision of R. A. Chase have attained a high state of discipline and excellence rarely equaled and their influence permeates the whole county. The value to a community of such a man as Prof. Chase cannot be estimated in dollars and cents. The district schools are being thoroughly graded in accordance with the adopted course of study, and fifty graduates have this year received their diplomas. In each township after the final examinations are completed, graduating exercises are held, which all the people attend. These graduating exercises stimulate the pupils and have a healthy influence on the township in a general way. Mr. Shakes secures from each township trustee a written report of observations made when visiting schools and these reports help to make up the experience record of each teacher. The effect of this marking system by the trustees is two-fold. It awakens a spirit of emulation among the teachers and stirs up the trustees to more diligence in visiting schools. In Marshall County, the County Superintendent meets the trustees of each township and all his teachers in a business meeting called a few days before the schools begin, to examine their respective characters, school records, course of study, apparatus, etc. This prevents a great many misunderstandings which might otherwise arise. The schools are in session eight months each year.

Any business man will become interested in witnessing the operations in the Business Exchange Hall connected with H. B. Bryant's Chicago Business College. Nine large houses, with elegant offices, and large ten-quire books and complete office outfits, are in daily operation.

Special Train Arrangement for Bethany Park Camp Meeting.

The Indianapolis & Vincennes Railroad has placed a special passenger train schedule in effect between Indianapolis and Bethany Park, desiring the progress of the Camp Meeting. Trains leave Indianapolis for Bethany Park at 7:20 a. m., 11:50 a. m., 4:00 p m. and 6:30 p. m. Leave Bethany Park for Indianapolis, 9:28 a. m., 3:55 p. m., and 9:55 p. m. The above trains will not run on Sunday but a special Sunday train will leave Indianapolis at 9:00 a. m., arriving at Bethany Park 10:5 a. m. Returning leave Bethany Park 5:25 p. m., arriving at Indianapolis 6:30 p. m. This arrangement will *remain in effect until August 20th.*

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Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive				
Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

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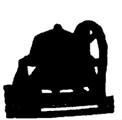

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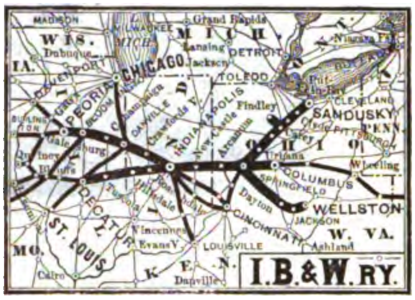

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GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Montpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

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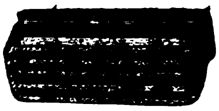

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, AUGUST 16, 1884. No. 5

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Respectfully Submitted,

JOSEPH MOSES, THOS. LANGHLIN,
A. S. BABBIT, GEORGE EMIG.

Committee on Course of Stndy.

At a regular meeting of the Board of Education of the City of Cincinnati, held Monday, August 4th, 1884, the above Resolution and Recommendation of the Committee was adopted by a vote of 30 to 4.

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E. A. HALL.

LOGANSPORT, JUNE 30, 1884.

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VOL. III INDIANAPOLIS, INDIANA, AUGUST 16, 1884. No. 5

Current Events.

The Wall Street National Bank of New York, has suspended. Cause, embezzlement by the cashier.

An earthquake shock created general consternation in New York and New England on Sunday last. But little damage was done.

A meeting of Mormons near Nashville, Tenn., was attacked Monday night by a band of masked men, and after a severe fight several of their number were killed.

The Greeley survivors are accused of cannibalism. It is charged that the bodies of the dead men were eaten and in one case, a man was shot for stealing and eaten.

The Catholic Total Abstinence Union of America, in session at Chicago, refused to adopt a resolution declaring for prohibition, but favored moral suasion and license.

The depression in the iron trade at Pittsburg is said to be greater than for a number of years, and seven thousand men are unemployed who were at work a year ago.

Coke operators are loud in their complaints about the condition of this important industry. The problem of supply and demand, evidently, has not yet been properly solved, as over production is alleged to be the cause of much of the present trouble.

Murat Halstead, of the Cincinnati Commercial Gazette, will start a new daily paper in New York, to be called the New York Extra. It is said on good authority, that Mr. Whitelaw Reid is interested in the enterprise, though Mr. Halstead will be the editorial head of the paper.

The aggregate deposits held by the savings banks of New York City on July 1, were $242,132,327.93, being an increase of $4,353,972.93 for the six months; for the same period other liabilities increased $6,712.01. The total surplus reported by the same banks January 1, was $40,006,824. and on July 1, $36,629,462.63, being a decrease for the six months of $3,377,361.47.

Foreign.

The Nile is rising slowly, and much anxiety is felt for the safety of crops.

The price of wheat is lower in England than it has been at any time for 104 years.

The heat in England and France is intense. In London in the middle of the day the mercury has been standing at 150 in the sun. This seems all the more remarkable to us when we reflect that England is in the same latitude as Labrador.

The Monetary Conference will meet in Paris, October 25th. The Latin Monetary Union will be continued provided the amount of silver coin is not to be increased, and each State agrees to redeem its silver at the expiration of the Union.

The French Convention for the revision of the Constitution resumed its labors at Versailles. A resolution declaring the Republic immutable and another declaring monarchist pretenders ineligible to the presidency were bitterly opposed but finally passed.

The negotiations between China and France are still *in statu quo*. China still refuses to pay the indemnity demanded by France but offers a compromise. France has occupied the port of Kelung but China seems to disregard the menace. It seem certain that French prestige can only be recovered by serious operations.

The cholera is again increasing in violence. It seems to have taken fresh hold in France and the area affected is widening. English cholera has appeared in several districts of Lancashire, making considerable headway. The number stricken with it exceeds two hundred, and five deaths have occurred. The doctors attribute the outbreak to the excessive heat and the use of improper food. Thirty cases and twenty deaths are reported on a Cuban steamer from Calcutta which was quarantined at Havana.

The North German Gazette reproaches the English press for its persistent efforts to excite France against Germany. The paper says recent events have sharpened public opinion in Germany to the drift of the English policy, and are dissolving belief in the friendly sentiments of the English for their German cousins. The attempts to excite hate between France and Germany are now happily seen through, both in Paris and Berlin; henceforth, if England's interests are opposed to those of the French, she must not look to Germany, but must act alone.

Answers to State Board Questions.

Theory of Teaching.

1. The memory can be cultivated by judicious exercise. There must be continuity of attention, vividness of feeling, and frequent intelligent repetition, to give clear conception and to cultivate the memory.
2. Imagination is the power by which we form ideal conceptions. It is appealed to in reading and in composition, Ideal creations of the persons, places and incidents about which we read and write should be formed in the mind.
3. The objections to pain as a motive to prompt pupils to industry are (a) the loss of time occasioned by the mind's returning to a normal condition. (c) putting the mind in a condition to repel or refuse knowledge.
4. Primary reading and advanced reading differ in subject matter, the one being within the comprehension of a child, the other of an adult. In advanced reading there should be more attention paid to thought analysis. Primary reading should be largely objective. Advanced reading may be largely subjective.
5. Punctuality and regularity should be enforced in the schools (a) that there may be good habits formed; (b) that the progress of the pupil may be uniform; (c) that progress may be as rapid as possible.

Reading.

1. A drill in articulation should be given by practicing upon a set of words each containing a single difficult combination, as st, sk, sc. The teacher gives the pronunciation, showing if necessary, the position taken by the vocal organs; each pupil may now pronounce the whole list, after which the class may give the words in concert. A sentence, most of the words of which contain the difficulty under consideration, may be learned and recited to advantage. Part of the exercise should consist in whispering the words, distinctly and forcibly·
2. (a) No one desired to be considered ignorant.′ (emphatic)
   (b) Does the law condemn him?′
   (c) Where has he gone?‵
   (d) Both armies retired from the field of battle.‵
3. The uses of the dictionary in preparing a reading lesson are
   (a) to get definitions of the most difficult words.
   (b) to get explanations of certain words and phrases, especially foreign.
   (c) to get the proper pronunciations.
   (d) to get synonyms.
4. The punctuation is not always a guide in respect to inflection, because punctuation is chiefly grammatical, and with the same punctuation an expression may be inflected two or three different ways.
5. The meaning of words may be taught by objective illustration, by synonyms and definition, or by both.

Geography.

1. The great circles are the ecliptic, and all meridian circles. The small circles most used are the arctic circle, the antarctic circle, the tropic of cancer, and the tropic of capricorn.
2. In a republican government, the people choose the persons who are to carry on the government. A monarchy is a government in which the chief holds his position by virtue of his birth. The U. S. is an example of the first, Great Britian of the second.
3. The three great natural regions of North America are (a) the Atlantic Coast plain extending from the Appalachian Mts. to the Atlantic Ocean; (b) the Mississippi Valley, extending from the Appalachian Mts. to the Rocky Mts.; and the Pacific Slope, extending from the Rocky Mts. to the Pacific.
4. The States separated by the Mississippi River are Wis. Ill. Ky. Tenn., and Miss. on the east from Minn., Iowa. Mo. Ark., and La. on the west. It flows through parts of Minn. and La.
5. Five agricultural products of the West Indies are sugar, coffee, cotton, tobacco and bananas.
6. The Orinoco, chiefly in Venezuela, rises in the plateau of Guiana, flows through the Planos, and into the Atlantic. The Amazon has its upper course in a valley between two chains of the Andes; near the 5th parallel it turns east and flows through the Selvas and into the Atlantic. The La Plata is formed by the union of the Uruguay and the Parana. These flow south, and the La Plata flows into the Atlantic.
7. The British possessions in Africa are Cape Colony, Natal, Sierra Leone.
8. Arabia, India, and Farther India occupy the great peninsulas of southern Asia.
9. The Rocky Mountains extend through western Texas, central New Mex. and Colorado, south-western Wyoming, and western Montana, part of them bordering Idaho.
10. Smyrna is in western Asia Minor; Odessa, in Russia on the Black Sea; Belfast in north-western Ireland; Antwerp, in northern Brussels, and Leeds in north central England.

Grammar.

1. Five leading ideas expressed by the adverbs are those of *time*, *place*, *degree*, *manner* and *doubt*.
2. A phrase is an expression not constituting an entire proposition. He went *to the country*.
3. If the connection is close the members should be separated by a *comma*; if not by a *semi colon*. The semi-colon is used if the members contain minor subdivisions separated by commas.

   Exs. Straws swim upon the surface, but pearls lie at the bottom.

   The doctor said his would die; nevertheless, he got well.
4. The first is used as a noun, object of *dreamed*, the second as an *adverb* of purpose; the third as a *noun*, as subject. or in apposition with "*it.*"
5. The *to* before the infinitive is omitted after the verbs *bid*, *dare*, *make*, *hear*, *let*, *have*, *observe*, *see*, *feel*,
6. The participle and the infinitive differ from the verb in not having the power of predication; they are not distinguished by persons and number.
7. The possessive singular is formed by adding 's; the pos. plu., by adding the apostrophe only, if the plural ends in s; if not add 's. Exs.: boy's, boys', children's.
8. Comparison is that property of adjectives by which we denote different degrees of the quality; and all adjectives denoting qualities that exist in different degrees may be compared.
9. The principal parts of a verb are the *present indicative*, the *past indicative*, and *past participle*; they are so considered because the other parts may be derived from them.
10. (a) He, and not I, am chosen.
    (b) How does your plans succeed?
    (c) What sound have each of the vowels?
    (d) He don't do that well.

Orthography.

1. Suffixes are letters or syllables added to the end of a word. Prefixes are letters or syllables joined to the beginning of a word. An affix is a prefix or a suffix.
2. Bate, bat; mete, met; pine, pin; note. not; tune, tun; scythe, myth.
3. Paltry is applicable to anything low, mean, or vile, pitiful to something unfortunate or miserable. Consign and entrust both mean to deliver to the care or keeping of some one;

but the former indicates strong or permanent possession, while the latter denotes care for a certain time only. A cabal consists of fewer persons than a faction. The first uses secrecy or cunning to obtain office or power. A faction is a larger body employed or used for selfish purposes to work up an excitement for a change in the order of things. We discover what existed before, but remained unknown. We invent by forming new combinations; these attain their ends by means unknown before. Cheerfulness denotes a state of moderate joy, good spirit, or gayety; mirth denotes a state of noisy boisterous gayety.

4. We shall not have the dessert to-day; I shall assay that specimen to-morrow; he would exorcise devils in the church:, Wordsworth wrote an idyl.

5. Ly-cē′-ŭm, be-liēve′, cō′terie, băl′-ance, păt′ronize, mŭl′lein, sĭm′ilar, bī′cycle, pyrăm′idal errōneoŭs.

- -

Penmanship.

1. The curve is the prevailing form in small letters.
2. The straight line, the right curve, the left curve, and the extended loop.
3. Between the thumb and first and second fingers, letting the holder cross the first finger just forward of the knuckle joint.
4. In forming the loop letters we use the four principles named in second answer.
5. The full O, the capital loop, and the capital stem.

Arithmetic.

1. The L. C. M. is the least number that is a common multiple of several numbers. An aliquot part is a number which is contained an integral number of times in a given number. Percentage is a part of any given number reckoned at some rate per cent. Ratio is the relative magnitude of two numbers, or of two quantities compared. Discount is an allowance made for the payment of money before it is due; or the amount which the market-value is below the face-value.
2. A decimal fraction is one of which only the numerator is written, the denominator being some power of ten; a prime number is one that is not exactly divisible by any other number except itself and unity.
3. A tax is a sum of money required by government to be paid on property; an assessor is a person who estimates and records the value of one's property. Duties are of two kinds, specific and advalorem.
4. Interest is money paid for the use of money. Usury is illegal or exorbitant interest. The principal is equal to the interest divided by the product of the rate by the time in years.
5. G. C. D. of 231 and 273 is 21; hence each bin must hold 21 bushels.
6. $\$\frac{1}{1}\times\frac{1}{10}\times\frac{123}{360}=\$\frac{11}{1200}$; $\$1-\$\frac{11}{1200}=\$\frac{1159}{1200}$ b. d. of $1
   $\$\frac{300}{1}\div\$\frac{1159}{1200}=310.61$; hence, $310.61, Ans.
7. 44753½ ft.=8 mi. 3 fur. 32 rd. 1 yd. 2 ft. 6 in.
8. $\$990.73\times.07\times\frac{288}{360}=\$55.673$.
9. From Apr. 20 to Oct. 12 is 5 mo. 22 d. or 172 d.
   $\$750\times.08\times\frac{172}{360}=\$28\frac{2}{3}$; $\$750+\$28\frac{2}{3}=\$778\frac{2}{3}$, Ans.

10 A's is to B's as 2: 3 or as 8: 12
B's is to C's as 4: 5, or as 12: 15.
A's, B's, and C's, are as 8, 12, and 15.
8+12+15=35; hence, their shares are
$\frac{8}{35}$ of $7140, or $1632;
$\frac{12}{35}$ of $7140, or $2448; and
$\frac{15}{35}$ of $7140. or $3060.
Proof, $7140

11. $845^2-676^2=257049$; the square root of 257049=507. Ans.
12. 12 ft. : 54 ft. :: 198 lbs. : x; x=891 lbs.
13. 5 fur. 35rds. 2 yds. 2 ft. 9 in.=736+mi.

History.

1. The title of New England was given to the eastern States by John Smith.
2. (a) Patrick Henry; (b) "I care not what course others may take, as for me give me liberty, or give me death."
3. The territory west of the Mississippi, and north of the Mexican possessions
4. Thos. Jefferson, Alex. Hamilton, Benjamin Franklin, John Adams, James Madison.
5. Col. Doniphan's memorable march from Sante Fe to Saltillo; Doniphan's event was an invasion; Xenophon's was a retreat.
6. Gen. Harrison; he died as president, at Washington City, April 4, one month after his inauguration.
7. The Missouri Compromise, the Omnibus Bill, and the Kansas Nebraska Bill.
8. The La. purchase furnished the ground for dispute as to whether it, or part of it, should be slave or free territory.
9. Grant's march was to keep Lee employed at Richmond while Sherman mihgt cut the Confederacy in two and then come to the assistance of Grant, if necessary. Both moving at the same time kept the enemy from concentrating his forces.
10. Longfellow, Whittier, Bryant; Bancroft, Motley, Lossing; Daniel Webster, Wendell Phillips; James Fenimore Cooper, Nathaniel Hawthorne.

Physiology.

1. Morality is productive of good habits; and good habits, of health.
2. The villi are minute thread-like processes of the mucous membrane lining the small intestine; each villus is coated by epithelium, and contains the root of a lacteal vessel; also, a capillary network.
3. The composition of every 100 parts of blood is as follows :

Water	79 Parts	100 Parts
Corpuscles	12 "	
Albumen	6.7 "	
Salts, fibrine &c.	2.3 "	

4. By osmosis, the semifluid mass in the stomach and intestine passes into the capillaries, through their valls; in the lungs, the oxygen passes into the capillaries, through their walls; in assimilation, the rich nutritious blood passes out of the capillaries, through their walls, and bathes the tissues.
5. The principal parts of the brain are—
   (a) The cerebrum—the upper front part, $\frac{7}{8}$ of the whole; its surface is much convoluted. It is composed of gray matter and white matter, the gray matter forming the surface layer.
   (b) The cerebellum, or little brain, in the lower back part of the brain and is about $\frac{1}{8}$ of the whole. Its folds are regular, and a cross-section shows a leaf-like figure. The gray and white matters are arranged as in the cercerebrum.
   (c) To these, we may add the medulla oblongata, an enlargement of the spinal cord, at the base of the brain.
6. High sounds are made by drawing the vocal cords very tight, that they may vibrate rapidly, with small amplitude. Low, or grave sounds are made when the vocal cords are not so tense.
7. ———(See any good text book)
8. Ganglia are depositories of nerve force; they are small bunches of gray cells, whose office is to originate nervous impressions.
9. When we have the phenomenon of a foot asleep, it is because the nerves supplying it have been subjected to pressure sufficient to destroy the nervous continuity of the fibers.
10. Alcohol in large quantities produces utter prostration, nausea, and vomiting; in small quantities it produces a temporary stimulus followed by a languid depressed condition.

During the absence from the city of both Supt. Holcombe and Chief Clerk H. M. Skinner, the wrong questions were furnished us by the office clerk, last week. The questions furnished had been prepared for future use but will now be destroyed. The answers this week belong to the questions really used.

The real scientific man is one who can embrace not only the laws that be, but who can feel to the full the beauty and truth of all that nature has to show, as the Creator made them. Such a man was Von Homboldt, such a man was Linnæus, such a man was Sir Isaac Newton.—*Ruskin.*

Educational Miscellany.

The Workshop in the Public School.

E. E. WHITE, CINCINNATI, OHIO.

The subject of manual training as an element of education has probably never been more fully considered that at the recent meeting of the National Educational Association at Madison. The Industrial Department devoted two half-day sessions to the subject, and it also received careful consideration in President Bicknell's opening address (a wise utterance), and in the Kindergarten and other discussions. The Department of Industrial Art, presided over by Prof. Thompson, of Purdue University, devoted its two sessions to drawing in the public schools. Besides, special interest was imparted to the whole subject by the unprecedented display of school hand-work in the Exposition Department. For once the hand in education had a monopoly of attention.

The sessions of the Industrial Department of the Association were presided over by Prof. W. C. Woodward, of St. Louis, who had arranged the programme to afford a sort of symposium of the new manual training schools. Col. Augustus Jacobson, one of the directors of the Chicago Manual Training School, first presented what he called "A Layman's View of Manual Training," and this address was followed by a paper on "Technical and Art Education in the Public Schools as Elements of General Culture," by Prof. Felix Adler, of the Workingmen's School of New York City.

The next half-day session was opened by a carefully prepared report on "The Progress of Manual Training in the United States," by Prof. Woodward, of the St. Louis Manual Training School, and this was followed by a paper on "Hand-work in Education," by Prof. John M. Ordway, of the Massachusetts Institute of Technology, Boston.

These addresses and papers not only advocated the making of manual training an element of general education, but they agreed in a special advocacy of the introduction of hand-work in wood and iron into the public schools. Proffessors Adler and Ordway both attempted to justify such training by its value as an element of general education, but the central argument was the important relation of such training to artizanship.

While the formal papers thus advocated the putting of the shop in the public schools, the weight of the discussions which followed the reading of the papers, was clearly against such a step. One of the speakers stated that it is the function of the public school to provide instruction and training of general application and utility—to give a general education as distinguished from special education, and hence whatever is made a part of the public school course must be introduced as a means of general education and, to this end, it must not only have educational value, but must be the best possible educational use of time and money, present and prospective. In the light of these principles he saw an important place for industrial drawing and much other "hand-work" in general education, but he could not see that shop-work in wood and iron, even when taught by the "instruction method," had a legitimate place in the public school.

The principles thus enunciated, were generally accepted by subsequent speakers, and there seemed to be a general approval of the position that it is not the proper function of the public school to teach trades or to train mechanics. Dr. G. Stanley Hall, of Johns Hopkins University, who has had exceptional opportunities for the study of this question, in this country and Europe, fully endorsed these principles, declaring that what had been said was "the sanest word yet spoken on this subject." While he was pleased to see the organization of manual training schools as supplementary to the public schools, he counseled those who were seeking to introduce such training into the public schools, "to go slow."

In the next day's discussion Dr. C. O. Thompson, of the Rose Polytechnic Institute, Indiana, considered the value and plan of the so-called instructive method of training mechanics, and gave it as his opinion, an opinion based on many years' experience in tecchnological training, that hand-work in wood and iron should not be made a part of public school education. He was not opposed to the special manual training schools established in St. Louis, Chicago and other cities, but was watching their progress with great interest.

I have thought, Mr. Editor, that your readers would be sufficiently interested in this important discussion to justify the above brief outline. The four papers including Jacobson's address, will doubtless be published in the volume of preceedings, but it is not probable that any report of the discussions will be made.

It may be added that the discussion at Madison is a significant indication that the skirmish line has been passed, and that the question of the shop in the school is to be settled on sound educational principles. The general concession that it is not the function of the public school to teach trades or train mechanics clears the way for a consideration of the *educational value* of whatever manual training may be proposed, and the determining of the *place* of such training in a graded course of school instruction. It also indicates that the increasing demand for trained mechanics will keep alive and multiply special schools of mechanic arts, including manual training schools, polytechnic schools, schools of art, etc.

Practical Lessons.

Instruction in U. S. History.—III.

BY E. E. SMITH.

METHODS AND AIDS.—(*continued.*)

The preceding recapitulation, as stated, was designed to be given to the class as a guide in the study of a subject of large proportions and for the purpose (1) of economising time and (2) of awakening such an interest as might lead to the use of leisure time in a fuller investigation of the subject than the class hour would permit.

The following recapitulation is designed to be worked out upon the blackboard in connection with the preparation of maps, tracing of routes, etc., as indicated in a previous article:

DIAGRAM 4.

THE MEXICAN WAR.

- CAUSES.
  - 1. The annexation of Texas.
  - 2. Disputed boundary between Texas and Mexico.

DURATION—1846–8.

- RESULTS.
  - 1. The U. S. gains the territory South to the Rio Grand and West to the Pacific Ocean.
  - 2. The U. S pays $15,000,000 to Mexico and $3,000,000, debts of Mexico to citizens of the U. S.
- CAMPAIGNS.
  - TAYLOR, (on the Rio Grande, &c.)
    - 1846.
      - 1. Taylor, entering disputed tertory, builds Pt. Isabel.
      - 2. Returning from Ft. Brown in the spring, he gains the battles of Palo Alto and Resaca de la Palma.
      - 3. In the fall, crossing the Rio Grande, he takes posession of Matamoras, captures Monterey by assault and locates at Saltillo and Victoria for the winter.
      - 4. Doniphan leaves Santa Fe for Saltillo, (Dec.), gains at Bracito and Sacramento Creek, and joins Taylor.
    - 1847.
      - 5. Final assault of Santa Anna (Feb.) repulsed at Buena Vista.
  - KEARNEY and FREMONT. (New Mexico and California.) 1846.
    - 1. Kearney advances from Ft. Leavenworth to Santa Fe, captures the latter, when. { Kearney for California, Doniphan for Saltillo.
    - 2. Fremont (the surveyor) with the aid of Commodores Sloat and Stockton, and finally of Gen. Kearney, conquers California.
  - SCOTT. (Vera Cruz to Mexico). 1847.
    - 1. Vera Cruz and its castle invested and captured (Mar.)
    - 2. March for the capital impeded at the pass of Cerro Gordo, which taken (April), Pueblo surrenders without resistance.
    - 3. Passing S. and W. around Lake Chalco, Scott advances N. to Mexico, carrying by assault *a.* Coutreras, *b.* San Antonio and Cherubusco, *c.* Molino del Rey and Chapultepec.
    - 4. Enters the capital city, virtually ending the war.
    - 5. Treaty of peace, Feb. 2, 1848.

For a brief statement of interesting facts, by questions of a suggestive character upon which pupils are given hints for certain lines of investigation to be pursued in preparing essays assigned, the following outline, or a similar one, may be used to advantage:

GENERAL SUMMARY OF THE COLONIES.

DIAGRAM 5.

- POPULATION.
  - About 1,500,000 whites,
  - " 600,000 negroes.
- GENERAL FACTS.
  - 1. Slavery general.
  - 2. Boston, Philadelphia, and New York, largest cities.
  - 3. Colonies all Protestant at close of colonial period.
  - 4. Printing.
    - At Cambridge, 1638.
    - "Boston News Letter," (1704), first newspaper.
    - Franklin and Wm. Bradford first publishers, Phil., and N. Y.
    - Restricted by Royal Governors.
- GOVERNMENT.
  - Proprietary
    - Pennsylvania.
    - Maryland.
    - Delaware.
  - Charter.
    - Massachusetts.
    - Rhode Island.
    - Connecticut.
  - Royal or Provincial.
    - New Hampshire.
    - New York.
    - Georgia.
    - Virginia.
    - The Carolinas.
    - New Jersey.
- EDUCATION.
  - 1. Nine colleges established.
  - 2. Free and Grammar schools general.
  - 3. Nourished by the people, neglected by the crown.
  - 4. System of Free Schools originates in New England.
- INDUSTRIES.
  - 1. Cultivation of the soil the chief pursuit. England hinders the progress of manufactures.
  - 2. The northern colonies famous for their wheat and corn.
  - 3. Southern colonies famous tor their tobacco, rice and silk.
  - 4. Labor in the North is partly by slaves.
  - 5. Labor in the South mainly by slaves.
  - 6. Commerce and fisheries steadily growing.
- MANNERS and CUSTOMS.
  - 1. Domestic life simple and plain.
  - 2. Great fireplaces, tall clocks, large ovens.
  - 3. Candle light, tallow or wax.
  - 4. The churches are great, square, unornamented buildings. Evening services rare because difficult and dangerous. The church in the evening lighted by candles brought in the hands of those attending.
  - 5. Carpets a luxury, even when homemade, of rags.
  - 5. The ladies considered themselves fortunate if they possessed one fine silk dress, for State occasions. They wore their hair long.
  - 7 Men required by law to wear their hair short.
  - 8. Clothing very plain: home-made woolen garments for men, calico and blue check for women—jeanss and liney fashionable.
  - 9. No railroads. No telegraphs. Trav-

eling done in coaches or on horseback. Letters charged postage according to the distance carried. Lovers sometimes paid 25 cents for a letter and enclosed 25 cents on return postage!

10. Wampum for money; then foreign coins; then a mint in Mass.; then paper money (to pay war debt).

Again, lessons may be taught by contrasts suggested by the teacher and studied out by the pupils, thus:

DIAGRAM 6.

CHARACTER of the JAMESTOWN COLONISTS.
1.
2.
etc.

CHARACTER of the PURITANS.
1.
2.
3.
etc.

INFERENCES.
1.
2.
3.
4.
etc.

These recapitulations may be varied largely in form and arrangement, depending upon the purpose of the teacher in their use. We have given those forms which the printer can most readily present. It is well to encourage the preparation of original summaries by the pupils.

IV. ESSAYS—Routine is the burden of life. The very regularity of the order of recitations in school becomes monotonous and wearisome, so that it is often a great relief to the pupils to have the teachers hear the classes, after previous notification, out of the usual order, or to omit some recitation and give in the place of it some interesting exercise as a diversion. The mind can be rested by a change in the form of work as well as the muscles. Variety, even where there is no gain in the change, is oftentimes valuable simply because it is variety. But if, though variety, there be both relief to the mind and a decided gain to the pupil, then it is doubly valuable.

Such a diversity the writer thinks be obtained by a change in the form of the recitation and of its preparation. Instead of the usual lesson, for each Monday, or each alternate Monday, the members of the class were assigned what was called the "essay lesson." Preparation was made for this in various ways. Sometimes a subject indirectly connected with the day's lesson, but knowledge of which was valuable, was introduced accidentally (?) by the teacher, just enough discussion allowed to make the class desirous to know more about it, then assigned to some eagerly interested pupil to read up and prepare for the "essay lesson."*

Sometimes matters were incidentally introduced by the pupils themselves and a similar course taken with them. Sometimes a discussion developed considerable difference of opinion as to motives, causes, influences or results. The brief time of the recitation hour would not permit a continuation of the discussion without interference with other matters belonging to that day's work, and eager as the class may be, if properly trained, it is always willing to defer to a more fitting occasion that which interferes with the regular order. If of sufficient importance, then, the matter goes over to "essay day."

Besides these, various valuable subjects for investigation are constantly presenting themselves, and the wide-awake teacher, with convenient miscellaneous note-book, jots down and preserves these. Thus, of *historical* subjects, the following might be assigned: "The Hermitage," "The Previous History of the Puritans," "The Origin of Slavery," "The Influence of the Cotton Gin," "The Origin of our Public School System." "John Brown's Soul goes Marching on," "The Alabama Award," "The Locofocos," etc.; of *biographical* subjects,—"Rob't Fulton," "The Mill-Boy of the Slashes," "The Quarrel of Arnold and Washington," "The Sage of Monticello," "Don't Give up the Ship," "Samuel Adams and his Work," "'What Wonders Hath God Wrought,'" "Mrs Stowe and Her Work," "What Some Women Have Done," etc.; of *geographical* subjects,—"Ticonderoga," "The Peninsula," "Ashland." "Early Philadelphia," "A Quaint Dutch Town" (New Amsterdam), "The Dutch Gap Canal,.' etc.

On "essay day" (each Monday or each alternate Monday) each pupil in the class was prepared with an essay upon some topic assigned to or selected by him, and of which he had made careful and original investigation. Usually there were three or five topics assigned. The essays were limited in length, so as to require definiteness and conciseness in statement. Inaccuracy or irrelevancy in statement were criticised by teacher or class in so many essays as were read. At the conclusion of the recitation hour, *all* the essays were distributed to others than the writers (this being done three days in succession) for criticism. The essays were examined by the pupils, their excellencies and defects noted, the name of the critic properly placed beneath that of the writer upon the back of the essay, and the essay, after having passed the inspection of three pairs of eyes, was then returned to the writer for revision and submission to the teacher.

A large amount of information was thus acquired that would otherwise have been lost. Something was learned of the value of books and the proper method of using them, and accuracy, definiteness and brevity of expression were cultivated.

(To be Continued.)

Outline of a Course in Arithmetic.

FOUR—(Continued.)

JAMES BALDWIN, Rushville Ind.

IV. Teach close observation and accurate thinking, by means of rapid operations, both with abstract numbers and with objects. Addition at sight may be taught by using Ginn's Addition Tablets; but if these are not available, a table may be constructed for that purpose on the blackboard. Pupils should be taught to give at sight, the sum or difference of any two numbers adjacent to each other;—and this should be continued through the course.

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*In this reading the pupil was assisted by references from the teacher.

V. "1 in 4 how many times? 2 in 4, how many times? ½ of 4 is how many?"

"I had 4 apples and gave half of them away; how many did I keep?"

Review ½ of 2; ⅓ of 3; ½ of 3.

Teach what is meant by ¼.

Teach ¼ of 4; ⅓ of 4.

"I have here, 3 apples which I wish to divide equally among 3 boys. How many shall I give to each?"

"But here is another apple which, with the others, will make in all, 4 apples to be equally divided among 3 boys. I give to each boy 1 apple, and I have 1 apple left. What shall I do with it, so that each boy shall have the same?"

(Ans:—Cut it in thirds.)

"Now, I give one piece, or one third, to each boy. How many apples has each boy?"

(Ans:—One apple and one third of an apple.)

"We write one and one-third thus, 1⅓."

"How many are ⅓ of 3? ⅓ of 4?"

"You may write it thus, ⅓ of 4 = 1⅓; or thus, $\begin{array}{l} 3\,\underline{)\,4} \\ \;\;1\frac{1}{3} \end{array}$

VI. Review: "2 pints in 1 quart"; "3 feet in 1 yard."

Teach "4 quarts in 1 gallon."

"How many quarts in ½ gallon?"

"A quart is what part of a gallon?"

"How many pints in a quart? How many in half a gallon?"

Illustrate by actual measurements.

VII. Examples: (Make up a great variety like these."

1. I had 3 marbles and bought 1 more; how many had I then?
2. Three boys came into the room, but 2 of them went out again; how many of them remained?
3. I had 4 apples, and gave ¼ of them to John, how many had I left?
4. Ann is 4 years old and Jane is half as old as Ann how old is Jane?
5. If a pint of buttermilk can be bought for 1 cent, for how much can a quart be bought? What will 2 quarts cost?
6. How many quarts in 4 pints?
7. Mary had 4 cents which she spent for 2 oranges. What was the cost of each orange?
8. If 4 hats cost 4 dollars, what will 1 hat cost, at the same rate? What will 3 hats cost?
9. If 3 cents will pay for 3 pens, how many cents will 2 pens cost?
10. 2 is what part of 4?
11. Harry has 1 cent, and John has 3 times as much. How many cents have both?

VIII. Slate Work:—

3+1 =
4—1 =
2×2 =
×1 = 4
—1 = 2
3+ = 4
½ of 3 =
½ of 2 =
⅓ of 4 =
×2 = 4

2+2 =
¼ of 4 =
3×1 =
4— = 2
—2 = 1
2+ = 3
4×1 =
1+3 =
4— = 1
⅓ of 3 =

Books and Periodicals.

A SHORT COURSE IN CHEMISTRY, FOR THE USE OF ACADEMIES AND HIGH SCHOOLS. By E. J. Houston, A. M., Author of Houston's Physical Geography. Philadelphia: Eldridge & Bro. Price, $1.00. To Teachers, for Examination, 60 cents.

This is certainly a very successful effort to bring the general facts of chemistry as well as the general theories of the science within the compass of an ordinary High School Course of study. The general principles of chemical theory precede descriptive chemistry, while ample illustrations are given of the theories advanced. The introduction of tabular reviews at the end of each chapter will prove of aid to both teacher and student.

THE ECLECTIC SYSTEM OF INDUSTRIAL DRAWING. By Christina Sullivan, Teacher of Drawing in the Cincinnati Public Schools Van Antwerp, Bragg & Co. Publishers, Cincinnati, O.

This system is complete in nine books of from 20 to 24 pages each. It is bound in book form in preference to tablet form. The elementary books are simple, easy to teach without a special teacher of Drawing. The first book gives location of points, connection of points by vertical, horizontal and oblique lines. The second book, division of lines into two equal parts and tinting with lines. The third book gives first lessons in curved lines. The fourth compound curves and leaf forms conventionalized and so on, developing into surface decoration, mechanical drawing and object drawing, as the work progresses. Upon the whole we regard it as a very practical series and easily managed by the regular teachers.

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American Literature which was so well begun last year as a part of the regular Institute instruction should not be entirely ignored this year. The teachers were beginning to learn something about Literature and if kept up every year as a part of Institute work, in a few years this knowledge about authors will ripen into a knowledge *of* authors. If neglected entirely this year, the good beginning of last year will be lost sight of and we will have made no advancement.

Watch the date on the label of your paper. It indicates the time to which your subscription is paid. By consulting the label you can tell exactly how your account stands on our books. If there is any error in the label, please notify us at once. A few subscribers are yet in arrears. We hope all such will forward the amount at once without waiting for further notification. If the date reads prior to August 84, your subscription has not been paid and you are requested to remit at the earliest possible time. The change in date is sufficient receipt.

ENFORCE THE LAW.

We hear that some county superintendents find that if they are strict in marking the grades of teachers on examination, the chances are that so large a number of those who received a six months license will fail under the law, which requires the applicant to raise his grade in order to secure a second license, as to leave a large number of schools vacant and to avoid this extremity, they, the county superintendents are not always disposed to hold them down to a close examination under the law. We believe it better to enforce the law. If enough teachers cannot be found who can pass the requisite examination in any one county, import them from another county which has a super-abundance. Do not lower the standard by any system of loose marking. Enforce the law and provide in some other way for the emergency, if you run short of competent teachers.

COMMON SENSE IN THE SCHOOL ROOM.

Having occasion to visit a number of school rooms in one of our larger cities recently, we noticed a striking similarity in the manner of all the teachers. But in one case we experienced a decided relief. Here, as we entered the room we saw the teacher toss a rag to one of the boys, saying, "Is this yours?" and then holding up a few books, said, "Whose books are these?" A simple thing it seemed. Why worthy of remark? The language was perfectly correct, short and to the point. But the easy manner of the teacher as she said it, her home-like actions, and her very simplicity and brevity would have shocked any one of the twenty other teachers. Anyone of them would have said to the small proprietor of the "slate-rag," in a tone crushing in its severity, "James, did you neglect your slate-cloth? Please come this way and get it and do not fail to take care of it hereafter," after which piece of oratory, striking a dignified attitude as she held up the books, would say, looking about the school room, and articulating each word with painful distinctness, "To whom do these books belong?" The one teacher differed from the twenty in that she did not believe it necessary to school discipline to depart from the ease and simplicity of home. Good discipline in school does not imply a stilted manner. Words spoken in tones freezing in their dignity and painful in their "accuracy," are no more necessary to good government than long words and complicated sentences are to a fine oration. Children will appreciate common sense in the school room and have respect for it. But their powers of observation are so keen that they will detect in an instant, any of the mannerisms above mentioned, and lower their respect for the teacher accordingly. Accuracy is all right, dignity is necessary, severity is often demanded. But what is known as *painful* accuracy in language, too much dignity, and habitual severity will prejudice the pupil against the teacher and materially add to his labor. Better adopt the common sense method, be a little familiar with your pupils and retain their good will, than place yourself so far beyond their sphere as to be an object of curiosity, rather than a model to be imitated. The style we criticise is adopted no doubt, to secure respect. But in nine cases in ten it will lose the respect which a little common sense would have retained.

A PROFESSIONAL SPIRIT.

How easy it is to discover the professional spirit in a teacher. The first term of a non-professional teacher may be somewhat successful, because the novelty of the work enlists him, but he soon falls into a lifeless, formal routine, unless he posessess enough professional spirit to *read* the educational papers of the times as well as professional books of which there is not a large number. On the other hand, the professional spirit manifests itself in the knowledge of what is known, which gives power to utilize at once allusions and hints which fall lifeless upon the ears of the non-professional.

The first term of a teacher imbued with the professional spirit is not so good as the second, and the second is not equal to the third. In the course of a few years these two teachers, though starting on the same parallel, are wide apart. They are now on widely diverging lines, and of course will never be near each other again. We frequently hear teachers say they have not *time enough* to read so much. It is not a lack of *time* so much as lack of ability to utilize time that is in the way. The best of us waste time enough to read an ordinary octavo volume in a week. In one year this wasted time would read fifty volumes and in ten years five hundred volumes. The custom of *looking* through an educational paper without *reading* a single paragraph, soon develops into a *habit* of turning leaves without reading a word which very quietly, but very surely, assumes control of the being in such a way that *reading* becomes an impossibility. The growth of this habit is so sly and insinuating that we are apt to treat it with contempt until too late to extricate ourselves from its clutches.

WANTED—A NEW PRONOUN.

Who has not been troubled with such expressions as these:—

(1.) "Every boy should resolve to use (his, her, or their?) time to the best advantage."

(2.) "If Mr. Smith or Mrs. Jones desires to see me, (he or she?) should at my office. I will be there to meet (him or her?)."

(3.) "Both John and Mary acknowledged their faults, and each, far from accusing the other, cast all the blame upon (himself, or herself?)."

The only way, at present, to deal with such difficulties is to so reconstruct the sentences as either to avoid the use of any pronoun whatever, or to substitute instead of the two nouns of different genders a single noun of the common gender.

The first example given above, may be changed to read thus: "Every young person should resolve to use his time to the best advantage." Here the pronoun *his* is awkwardly, but properly used to represent a noun in the common gender, singular number. But a satisfactory reconstruction of either of the other sentences is far more difficult—almost impossible.

The need of a new pronoun of the common gender, singular number, has long been felt by speakers and writers, if not by grammarians,—a pronoun which may be used in all such sentences as the above without awkardness or ambiguity. But who shall coin such a word? What rules, orthographic, phonetic, or philological, shall determine the form of such word? And after it has been invented, how shall it gain the recognition of scholars, and currency among speakers and writers?

The coining of a new word is no small matter. The rhetoricians of Rome reminded the Emperor Augustus that, although he was the ruler of the world, he had not the power to change a word in the language. Every new word, if it is to become recognized as such, must be in harmony with the genius of the language of which it is to form a part. The new pronoun, if ever found, must be, like the pronouns already in use, an English word, derived, if possible, from pure Anglo-Saxon roots. It must be a word of one syllable, blending easily and harmoniously with other words used in the ordinary English sentence. It must mean something, and appeal directly to our ideas of the fitness of things.

Mr. C. C. Converse, in a recent number of the *Critic* suggests the word which comes nearest filling all the above conditions. It is *thon*. To understand the derivation of the word let us repeat, with but a slight change, the troublesome examples above quoted:

1. "Every boy or girl should resolve to use *that one's* time to the best advantage."

2. "If Mr. Smith or Mrs. Jones desires to see me, *that one* should call at my office.. I will be there to meet *that one.*"

3. "Both John and Mary acknowledged their faults, and each, far from accusing the other, cast all the blame upon *that one's self.*"

You will perceive that the new word which is proposed is an abbreviation formed by the combination of the first two letters of the word *that* with the first two letters of the word *one*. Now substitute *thon* instead of *that one* in the above examples, and you will understand the use of the word. The declension of the word would be: nominative, *thon;* possessive *thons;* objective *thou*. Its compound form, as illustrated in example (3), would be *thonself*. This word certainly fulfills the conditions of a "minimum of word body with a maximum of flying power;"; and the mental process by which it leads its uses to the noun it represents will," thinks Mr. Converse, "be found to be easy and natural, it not being an arbitrary sign."

J. B.

Facts, Figures and Personals.

Supt. Adair has an attendance at his Normal Institute of 80.

Profs. Woodburn and Beck are holding a normal at Bloomington.

Sup't W. T. Hacker, of Bartholomew county was deservedly "caned" during the institute.

J. L. Rippetoe, of Connersville, enters upon his sixteenth year at that place next month.

Supt. Cooper and W. C. Bellman are conducting a successful summer normal at Crown Point. Enrollment 83.

Prof. O. A. Rubelt, formerly of Lebanon, Ind., but more recently from Corydon, Ky., has been elected Superintendent of Schools at Winamac.

J. J. Eckman, formerly of Goodland, Ind., goes to Sheldon, Ill. as Principal of Schools. Eckman is a first rate fellow. Our best wishes go with him.

Misses Lerria and Mattie Tarbell, daughters of Prof. H. S. Tarbell, left this week for Germany, to complete their college education. Mrs. Tarbell accompanies them.

Miss Theresa Jones, of Indiananpolis, has been elected, and has accepted, the position of teacher of Rhetoric and English Composition in the Wisconsin State Normal School at Oshkosh.

The Vermillion county, Ill., Normal Institute has just closed its most prosperous session at Danville, Ill. County Supt. J. D. Benedict, and Profs. J. W. Layne and S. Y. Gillan were the principal instructors. The enrollment reached 183.

Prof. Barnes and Prof. Warder, of Purdue University, and possibly Prof. Latta will attend the Philadelphia meeting of the American association, for the advancement of science, in September. The British association meets at Montreal the week previons. Many of its members will attend the American association.

We acknowledge the receipt of communications from Cass, Delaware, Bartholomew, Benton, Gibson, Madison, and several other counties, all of which we are obliged to crowd out on account of unusual press of matter this week. We regret this necessity as these accounts contain interesting matter.

J. E. Mannix and J. M. Stallsworth have been elected principals of the State Normal School, Glasgow, Ky. There were thirty-five applicants from Ohio, Kentucky, Indiana and Illinois. The school enrolled nearly five hundred last year. The selection is a deserved compliment to these enterprising Hoosier teachers.

The death of George Fuller, at the height of his artistic success, removed from American art a man to whom many looked as promising to give to his own country the same fresh art inspiration that Turner gave to England. The September Harper's will print an interesting study of his life and work from the pen of a fellow artist, Mr. Frank D. Millet, with a portrait, and an example of one of Fuller's paintings, as engraved on wood by Closson.

Thomas Newlin, formerly of Spiceland Academy, has received two promotions worthy to be bestowed upon a gentleman and a scholar. One is the election to the Chair of Natural History in Haverford College. The other is the appointment to Son-in-Lawship to our esteemed friend Timothy Wilson, of Spiceland. We congratulate Mr. Newlin on the appointment and Haverford College on the election.

At the Henry County Institute Prof. Payne in his lesson on reading gave the following *facts*, viz—

Mr. Max Miller estimates the total number of English words at 50,000; he points out that the speaking vocabulary of an ordinary English citizen, who reads his newspaper and books from Mudies, does not extend beyond 3,000 or 4,000 words; that accurate thinkers and persons of wide knowledge probably use twice as many; that the Old Testament contains 5,542 different words; that in all Milton's works you will find only about 8,000; and that Shakespeare, who displayed a greater variety of expressions than probably any writer in any language, produced all his plays with 15,000 words, and at the same time he tells us that an uneducated English peasant lives and dies with a vocabulary which scarcely extends beyond 300 words.

Ingenious.

Prof. John M. Bloss, Superintendent of the Muncie Schools, has utilized the "Magnetro Electric Bell Telephone" connective idea to supply each school building with call bells, each connected with the Principal's room. No battery is required to generate electricity. The arrangement is not only convenient and neat, avoiding the unpleasant noise of a gong, or hall bell, but it is comparatively inexpensive.

Institutes and Normals.

MUNCIE.—The Summer Normal at Muncie is largely attended, over 100 on the roll, and one of the neatest looking Normals we have seen this year. Snyder, Saffer Shoemaker, Lewellen, Bloss and Miss Prim are the Instructors.

TIPTON—The Tipton County Institute held last week was under the general management of Prof. R. G Boone of Frankfort. Mr. Boone is one of our most effective institute workers. Tipton county seems to cling to the idea that men make better teachers than women. At least it is one of the few counties in the State at this time where a very large majority of those attending the institute are males. In most counties the majority is largely on the other side.

MONROEVILLE.—The Normal School, under the efficient management of W. S. Walker and S. D. Miller, is just closing a very prosperous term. These gentlemen both possess the rare ability to inspire their students to thorough investigation, and a term under their instruction means hard work and solid attainments. There was a modesty on the part of the students which indicated a willingness to be taught.

HAMMOND.—W. C. Belman, Superintendent of the schools at Hammond is assisting Mr. Cooper in the Normal. Very few of us can realize that Hammond is an Indiana city of nearly 3,000 inhabitants which has grown up within a few years. The entire business of the city is connected with the slaughter house of G. H. Hammond & Co., who slaughter 750 beef-cattle per day or about 20,000 per month. They have a splendid school building and employ seven teachers.

COLUMBUS—The Bartholomew County Institute was held last week at Columbus. Forty teachers were enrolled at the first session on Monday morning, among them an unusually large number of veterans. County Superintendent Hacker is very quiet in manner, but a very effective worker. President C. H. Kiracofe of Hartsville University, Prof. John Mickleborough of the Hope Normal School and J. Fraise Richards of Logansport were the principal instructors. J. M. Olcott of the EDUCATIONAL WEEKLY and W. A. Bell of the Indiana School Journal were also present. Bartholomew County has a very large number of able home teachers who assisted in the work of the Institute.

CROWN POINT.— County Superintendent Cooper realizes that the average term of service of a country school teacher is but about three years, so he is doing right royal service in conducting a Summer Normal School which enrolls 82 young men and young women who have yet to learn how to teach. But it is not every county that is so fortunate as to be able to give right at home such sound instruction in fundamental principles and such thorough Normal drill as Lake. While the students in this Normal seemed to be youthful in appearance we have seldom met so large a number at one school where so large a per cent seemed to be entirely up with the lesson of the hour and quite ready to tell what they knew when called upon.

Editor of Educational Weekly:

The Delaware County Normal opened July 21, with sixty two students. It has now reached an enrollment of one hundred and three (103). County Supt. J. O Lewellen controls all generally, and teaches Pedagogics to the entire Normal. Prof. W. R. Snyder, prin. of the Muncie High School is an untiring teacher of Geography, Physiology, and Physics. Prof. D. H. H. Shewmaker, teaches Grammar, and one class in Arithmetic, while L. G. Saffer takes another class in Arithmetic. J. R. Lewis, a student of DePauw University, is doing himself great credit in teaching Algebra and Reading. Music receives attention from S. H. Dragoo, and Drawing does also. I. N. Inskeep, a fine penman, has an interesting class in writing. Many thanks are due the County Supt. for the interesting session.

A STUDENT.

Mr. Editor.—Can you tell me where I can find Miss Abbott's series of English histories recommended in Mr. Houck's paper on English literature? I have the works of Jacob Abbott and of John S. C. Abbott, but am unacquainted with any lady writer of that name. Would like to make my collection of Juvenile English histories as complete as possible. S.

Indiana County Institutes.

The following is the list of Institutes thus far reported:

AUGUST 18.

Cass, Logansport.
Clark, Charlestown.
Daviess, Washington.
Decatur, Greensburg.
Delaware, Muncie.
Jasper, Rensselaer.
Johnson, Franklin.
Orange, Paoli

Perry, Cannelton.
Ripley, Versailles.
Shelby, Shelbyville.
Spencer, Rockport.
Sullivan, Sullivan.
Vermillion, Newport.
Wayne, Richmond.

AUGUST 25.

Adams, Decatur.
Blackford, Hartford City.
Brown, Nashville.
Carroll, Delphi.
Clay, Brazil.
Dearborn, Lawrenceburg.
Elkhart, Elkhart.
Floyd, New Albany.
Fulton, Rochester.
Grant, Marion.
Hancock, Greenfield.
Hendricks, Danville.
Howard, Kokomo.
Huntington, Huntington.
Jefferson, Madison,
Jennings, Vernon.
Lagrange, Lagrange.
LaPorte. LaPorte.
Madison, Anderson.

Marshall, Plymouth.
Miami, Peru.
Montgomery, Crawfordsville.
Morgan, Martinsville.
Ohio, Rising Sun.
Owen, Spencer.
Pike, Winslow.
Randolph, Winchester.
Rush, Rushville.
Scott, Lexington.
Steuben, Angola.
St. Joseph, South Bend.
Union, Liberty.
Vanderburgh, Evansville.
Vigo, Terre Haute.
Warren, Williamsport.
Washington, Salem.

SEPTEMBER 1.

Clinton, Frankfort.
Crawford, Milltown.
Kosciusko, Warsaw.
Marion, Indianapolis.

Pulaski, Winamac.
Tippecanoe, Lafayette.
Warrick. Boonville.

SEPTEMBER 8.

Benton, Oxford.
Fountain, Covington.

Martin, Shoals.

SEPTEMBER 22.

Starke, Knox.

SEPTEMBER 29.

Wells, Bluffton.

NOVEMBER 24.

Porter, Valparaiso.

DECEMBER 15.

Lake, Crown Point.

DECEMBER 29.

Monroe, Bloomington.

Whitley, Columbia City.

If you have a smattering of book-keeping, go to H. B. Bryant's Chicago Business College and get a clear, well defined theory of the whole subject. The "Business Exchange" affords actual practice on large sets of books.

The teachers co operative association of Chicago, has established a Branch Office in the East at Allentown, Penn., under the management of Prof. A. R. Horne, editor and publisher of The National Educator. Applicants may send two application forms, and will receive the advantages of being registered in both offices without extra charge.

C. 7

August Magazines.

THE AUGUST CENTURY.—As usual with the "Midsummer Holiday Number," THE AUGUST CENTURY is uncommonly attractive in pictures, fiction, and anecdotal papers. An outdoor quality, appropriate to the season, is noticeable in John Burroughs's fresh woodland and field paper, "A Glance at British Wild Flowers," which Alfred Parsons, the English artist, has illustrated in a lively decorative style.

The serious side of this number includes an important paper by Isaac L. Rice, who lays out, "Work for a Constitutional Convention;" he would have cabinet members sit in Congress and be responsible to the country for the inception of legislative work and the execution of the law of the land.

ST. NICHOLAS FOR AUGUST is a profusely illustrated and seasonable midsummer number, and well sustains the reputation of the Magazine as the finest publication of the kind in the world. We regret that our space for Book Notices is so limited. We should like to say many things in regard to this valuable educator of the young.

THE ATLANTIC MONTHLY is always one of our most welcome guests. The August number comes to our table as full of vigor as any. Among the especially valuable articles is the one entitled the "Twilight of Greek and Rome Sculpture." Richard Grant White continues his "Anatomizing of William Shakespeare" in his very entertaining style. THE ATLANTIC is always edited with care and never fails to present a collection of articles equal to the best.

THE NORTH AMERICAN REVIEW for August, contains an article by Justice James V. Campbell on "The Encroachments of Capital" which will command the serious attention of all readers. Richard A. Proctor treats of "The Origin of Comets," and succeeds in presenting that difficult subject in a light so clear that persons who have little or no acquaintance with astronomy can follow his argument. "Are we a Nation of Rascals?" is the startling title of an article by John F. Hume, who shows that states, counties and municipalities in the United States have already formally repudiated, or defaulted in the payment of interest on, an amount of bonds and other obligations equal to the sum of the national debt.

THE MAGAZINE OF NORTH AMERICAN HISTORY for August comes laden with a variety of agreeable surprises. It will attract many readers. The opening article, "The Story of a Monument," by S. N. D. North, of the *Utica Herald*, is a timely production, and of curious interest to the public in general. The illustrations add greatly to its value, of which is the fine portrait of Ex-Governor Horatio Seymour—frontispiece to the magazine. The next article introduces a learned discussion of the new and novel question, "Did the Romans colonize America?" The author, M. V. Moore, foreshadows future papers, and from the masterly skill with which he handles the subject they will naturally excite wide attention. The other papers are of equal value and interest. This magazine should not be neglected by students of History.

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Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
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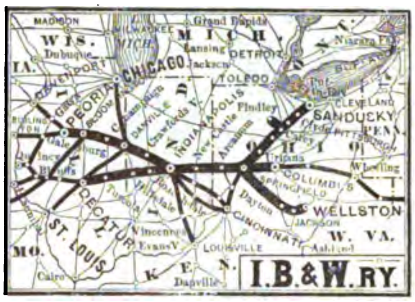

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Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a.m.
Indianapolis	Lv	10.10 a.m.	5.25 p.m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.51 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p.m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a.m.	5.50 a.m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Montpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	[illegible] "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	[illegible] "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a.m.
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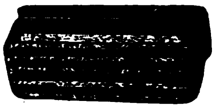

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VOL. III INDIANAPOLIS, INDIANA, AUGUST 23, 1884. No. 6

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From Report of Committee on Course of Study.

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Committee on Course of Study.

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Current Events.

The Iron trade continues unusually dull.

Blaine has sued the Indianapolis Sentinel for libel.

Cleveland, Hendricks and Butler have issued their letters of acceptance.

Dr. Woodward, U. S. A., one of the physicians who attended President Garfield in his last illness, is dead.

The American Banker's Association held an important meeting at Saratoga last week. Among the speakers was Hon. Hugh McCulluogh Ex-Secretary of the Treasury.

Governor Murray, of Utah has telegraphed to the Indian Department that the Ute Indians are on the war-path in Colorado and Utah, and asked that troops be sent to protect the whites.

The reports of cannabalism on the part of Greely's men is confirmed by examination of the exhumed remains of the dead. Lieut. Greely affirms that if the dead bodies were eaten it was done without his knowledge. He himself was unable to move during a part of the time and such conduct on the part of his half crazed comrades, could have easily happened without his knowledge.

Bishop Simpson's will bequeaths to trustees of the Methodist Episcopal church one-seventh of his estate in trust for the endowment of an Episcopal chair for a bishop who shall reside in Philadelphia, providing that, including this bequest, the sum of $50,000 be subscribed for this purpose before the meeting of the next general conference. The remainder of the estate, valued at $100,000 goes to the bishop's wife and children.

Foreign.

Parliament was prorogued on the 14th with the usual ceremonies.

The French steamer Rio Negro sailed for Tonquin with 2,300 troops and a quantity of war material.

A terrible plague of locusts has visited central Spain. The damage to crops about Ciudad will reach $10,000,000.

The University of Heidelberg has refused a donation of £5,000 because the condition was attached that ladies should be admitted to the university course.

The Japanese government has establiseed four orders of nobility. A national assembly is to be established in 1893, which will consist of an upper and lower house.

The hot weather is causing additional suffering in the regions affected by cholera. The area is broadening. It seems certain that only cold weather will abate the plague.

The recent explosion at Kaseon, Russia, by which ten persons were killed, and several buildings burned, is attributed to the nihilists. It is now stated that the number killed will aggregate one hundred.

Two thousand Socialists held a meeting, at Marseilles, and resolutions were passed censuring the government for opening soup kitchens and degrading working men by proffers of charity instead of providing employment.

The latest news from Paris states that France will reduce her demand for indemnity from China in consideration of certain further concessions on the part of the latter. A treaty of commerce is the subject under consideration.

Bismarck opposes the constantly increasing tide of German emigration to America. American institutions, he says, are not in harmony with those of Germany, and the emigration to that country adds nothing to Germany's wealth, while it tends to undermine the tradition of the monarchy. Bismarck hopes to open new fields for colonial enterprise, and so prevent the ultra independent Anglo-Saxon element from absorbing the German element.

The mudir of Dongol has a letter from Gen. Gordon, dated Khartoum, July 20. He says he is safe and everything tranquil. He asks for news of the expedition, for his relief; he also says he intends to remain at Khartoum, barrassing the rebels by steamers, until the expedition arrives. Gordon gives warning that the cataracts are very rapid and dangerous at present. He adds that the troops are well. Major Chermside telegraphs that three thousand rebels have deserted Osman.

Pedagogics.

Is There a Science of Pedagogics?

W. H. PAYNE, UNIVERSITY OF MICHIGAN.

This question is ambiguous, the two queries implicated in it being, (1) Is there a science of pedagogics *in posse?* Or (2) Is there such a science *in esse?* I shall attempt to answer these queries in the order stated.

I. Is there from the very constitution of things, a science of human training as distinguished from the art of human training?

1. Presumptively there is; for the established use of the terms *science of education*, *science of pedagogics*, and *science of teaching*, by the leading thinkers of the age, almost necessarily carries with it the implication that the art of human training has its correlated science. At least, the current use of this term by men addicted to habits of exact thinking establishes a very strong probability that such a science exists *potentially*, if not *actually*.

2. The existence of such a science *in posse* is established beyond question by the doctrine of two orders of knowledge, a higher and a lower, each of which is the complement of the other.

These two orders of knowledge may be called the *speculative* and the *practical*; the *speculative* resulting from the examination of the established constitution or nature of things, and held by the mind as matter for simple contemplation; and the *practical* resulting from the production of effects by the use of means. For example, the attentive examination of a new substance may end in the discovery of certain properties or sets of uniformities in relation or behavior; and as long as this knowledge remains in the mind as matter for men's contemplation, and is not employed in the way of producing results, it is *speculative*. But when the knowledge of these uniformities is employed for direction in the working out of results, it becomes *practical*. The knowledge of astronomy is chiefly of the speculative order; man has but little opportunity to employ the observed uniformities in the production of results. The knowledge of agriculture, on the other hand, is chiefly practical, consisting in mere methods for the attainment of results. The baker's knowledge of his own art is practical; he can perform all its processes but can explain none of them. On the other hand, the chemist's knowledge of the baker's art is speculative; he can explain all its processes but can perform none of them. These contrasted phases of knowledge are universal; and by general consent the terms science and art have been used to mark this discrimination. Every art thus implicates a science; and every science implicates an art, actual or possible.

A summary answer to the first query is this: By universal consent there is an art of pedagogics, said art consisting in certain processes for the attainment of results. But these processes necessarily implicate certain uniformities, and these uniformities when ascertained and put in order constitute a science of pedagogics. E. D.

II. Is there a science of pedagogics *in esse?*

The answer to this question depends somewhat on the definition of science. If science be an orderly and exhaustive deduction of minor truths from a few first principles that are axiomatic, then there is but one science, mathematics; but if the term science be construed in the sense explained above, the number of possible sciences is undetermined, and the number of actual sciences very large. This conception of science does not require that the enumeration of its first principles shall be complete, or that they be arranged in a strictly logical order, or that the series of deductions shall be complete. Sciences may be incomplete in matter and imperfect in form, and still be sciences in the accepted and legitimate use of this term.

The science of pedagogics stands in the case first described; it is still incomplete in its matter, all its first principles not having been formulated, and it is imperfect in form, its admitted principles not having been arranged and deductions from them not having been made with the required completeness and order. Whoever takes an established psychological law and draws from it legitimate deductions that can be employed for guidance in educational work, has made a contribution to the science of pedagogics; and works like Bain's "Education as a Science," and Rosencrantz's "Pedagogics as a System," that discuss in a comprehensive way the doctrines of education are actual treatises on the science of pedagogics.

The answer to the second query, then, briefly stated, is this: A science of pedagogics exists as an actual fact, but it is still incomplete in matter and imperfect in form· The need of the hour is a systematic re-arrangement of the old material and addition of omitted principles and their deductions.

Though not strictly belonging to the above inquiry, I add a paragraph on the general nature of educational science from my own point of view:

The material composing a science of pedagogics is logically distributed as follows:

1. The being to be educated is susceptible of three orders of growth: 1, physical; 2, mental; 3, moral. A rational art of education must be based on the laws that regulate these three orders of growth. The science of pedagogics must therefore borrow principles from physiology, psychology and ethics.

2· All instruction presupposes a medium of communication. This medium is language; and the laws of language as employed in the communication of knowledge are expounded in the science of logic. The science of pedagogics will therefore borrow other principles from logic.

3. Growth presupposes aliment; and this aliment, in the present case, is represented by the various subjects of human knowledge. A necessary element in the science of pedagogics is a determination of educative values; but as there is no independent science for de-

termining those values, this is an inductive inquiry falling within the domain of the science of pedagogics itself.

4. In passing from the single child to aggregates of children there arises the need of the organization of schools and school-systems; and so the science of pedagogics must borrow other material from history, sociology, political science and legislation.

5. It must be that much valid educational truth is embodied in current methods. The analytical examination of results is therefore a necessary part of the science of pedagogics; and the truths thus elicited will serve to verify the deductions drawn from assumed principles.

6. Education in its ideal or formal aspect aims at the realization of the typical man, and comprises all the agencies that can be brought under human control for the attainment of this end. The principles that are involved in this whole complex process, when systematically arranged, constitute the science of pedagogics. This I believe to be the authorized use of the term by German, French and Italian writers on education.

7. The term pedagogy should be used to designate the *art* of education, or rather so much of this art as falls within the province of the school· This distinction is made by the Italian pedagogist, E Latino (*Della Pedagogica*, *p.* 114), and seems to me worthy of being accepted by educational writers.

8. The current use of the term pedagogic (Fr. Pedagogie; It. Pedagogica, Pedagogia; Ger. Pädagogik) in French, Italian and German literature, is a sufficient warrant for the respectability of the term. To affect a dislike for the word on etymological grounds is childish.

Educational Miscellany.

Glenwood Leaves.

"Down with per cents!" was recently the cry in a populous city of a neighboring State· "Down with examinations and per cents!" All classes in any wise connected with the schools joined in the clamor. The newspapers took up the refrain, "The examinations must 'go.' Per cents have had their day." A superintendent was to be elected. There were several candidates, but it was plain that Mr. P. would be chosen. No moral lapses were urged against his competitors. No one suspected them of being deficient in intellectual training or in ability to direct. Worse than that. They were suspected of favoring examinations and per cents. That was enough. The man who had a clear record of opposition to examinations and per cents was elected with remarkable unanimity.

It is not to be supposed that there were no subsequent examinations in the schools of that city. What were the oral and written reviews but examinations? Still, there was a great difference between these reviews and the old-time inquisitions. Pupils were promoted because of their preparation for a higher grade, and that preparation was not determined by the "per cents" of their examination. Just the reverse. The per cents were determined by their preparation. Studying for examination is the bane of any school where it is in vogue. Examinations are properly not an end, but a means. "Figgers won't lie," said Elder Haukins. It is believed by many superintendents and teachers that by a process of addition and division the exact degree of an individual's scholastic attainments and ability can be evolved and stated with the nicety and infallibility of mathematics, on a scale of one hundred.

My friend Professor Average has a fondness for exact science. Nothing worries him more than to be compelled to rely upon his own judgment in any matter. "I despise these questions which admit of various answers," he says. "Look here, for instance: 'Give an account of the administration of President Grant.' How can I determine what ratio any answer to that question would bear to one hundred? What is an absolutely perfect answer for me to grade by? Now, I like such questions as this: 'What was the date of the Emancipation Proclamation?'" To this, only one correct answer can be given. December 31st, 1862, would be incorrect. January 2nd, 1863, would be incorrect. January 1st, 1863, is *the* answer. Any other answer would be marked zero. To miss by a day is the same as to miss by a thousand years. Nearly all of Professor Average's questions can be answered by a single word, a single date, or a single number.

His examinations are no test whatever of constructive ability. They do not elicit any original grasping of facts. They afford only a test of memory. Now, memory is by no means to be despised. It should not be the "dethroned faculty" which it has become in so many schools of the "new education."

But Professor Average's examinations are not a fair test of memory, even. They seek to ascertain—not how much and what has been remembered, but whether or not certain things, capriciously selected, have been so fixed in the memory as to be ready at a moment's notice to "go off" involuntarily.

The old examinations, the terror of all schools, with their head aches and their heart aches, and their general pernicious influences upon teachers and pupils, must pass away. It would be not only useless, but cruel to continue them. Painless surgery is a notable triumph of the century. Let us have painless examinations. The examination most serviceable to the teacher is made while the pupil examined is unconscious—not as the surgeon's patient, but unconscious of an examination. That is to say, a discerning teacher forms a better and more accurate estimate of the pupil's ability and advancement from daily observation and ordinary school intercourse with the pupil than he can form from the "exact" statement of the per cents.

Examinations are well enough—indeed, they are necessary, perhaps, provided they are given their true place, and are properly conducted. They must not be considered the end and aim of the school work. Their results must not be accepted as conclusive and exact statements as the results of qualitative analysis in chemistry may be accepted. They must not be too frequent. They must not be preached up and held up as a terror to pupils in the period preceding. They must not be mere tests of memory, and poor tests at that. They must not be hurried or unnatural. All these they must not be if they are to remain as features of the schools of the coming time.

Practical Lessons.

Outline of a Course in Arithmetic.

JAMES BALDWIN, Rushville.

FOUR—(Continued).

IX. Practical Work in Mensuration.

"Draw on the board a line one foot long."

"Draw a square, each side of which is a line one foot long . . . We call this a square foot."

"Draw two such squares, joining them together . . . How many square have you here?"

"Draw a square, each of which is a line two feet long. We say this is two feet square, because it has two feet on each side."

"How many square feet in two feet square?"

Let pupils draw a line an inch long, using their rulers. Let them draw lines an inch long without using their rulers.

Let them pick out pieces of paste-board, sticks, etc., an inch long.

Let them draw squares each side of which is an inch, first with rulers and then without.

"Make a square with sticks each an inch long * * * How many sticks did you use? What is a square of this kind called? Beginning at one corner and measing around it to the same corner again, how far is it? How far is it half way round?"

"Make a triangle with sticks in the same way."

"How many feet across the tops of your desk?"

X. Examples.

1. If a yard of tape cost 3 cents what will a foot of the same tape cost?
2. How many feet in half a yard?
3. How many yards in four feet?
4. How many lines are required to make a triangle?
5. How much longer is a yard than a foot?
6. What part of a yard is a foot?
7. How much greater is a gallon than a quart?
8. How much greater is a quart than a pint?
9. What part of a quart is a pint?
10. Which is greater, three pints or two quarts? How much?

"Name things which are sold by the yard."

"Name things which are measured by the foot, or by the inch."

"Name things which are sold by the pint, quart, or gallon.

XI. Commit thoroughly to memory:

$2\times1=2$ $2+2=4$
$3\times1=3$ $3+1=4$
$4\times1\quad4$ $4-2=2$
$2\times2=4$ $4-3=1$

NOTE. This completes the First Step. I have presented the work in a manner quite full, in order to illustrate as clearly as possible the method to be pursued in all the work embraced in this outline. The child should be led into the study of numbers by natural and easy methods. The concrete should precede the abstract; and the *how* of every process should preference to the *why*. But no time should be wasted in teaching the child what he already knows, in requiring him to repeat dead formulas, or in patient effort to have him see things as you see them. Imagine yourself in the child's place, and then ask youself how much of this will be helpful and profitable to you. And don't discourage the bright boy who talks to you about tens and twenties, and finds out for themself how many quarts in two gallons. Don't hold him back because other pupils are duller than he, but let him go a step higher.

(TO BE CONTINUED.)

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Instruction in U. S. History.—V.

BY E. E. SMITH.

METHODS AND AIDS.—(*continued.*)

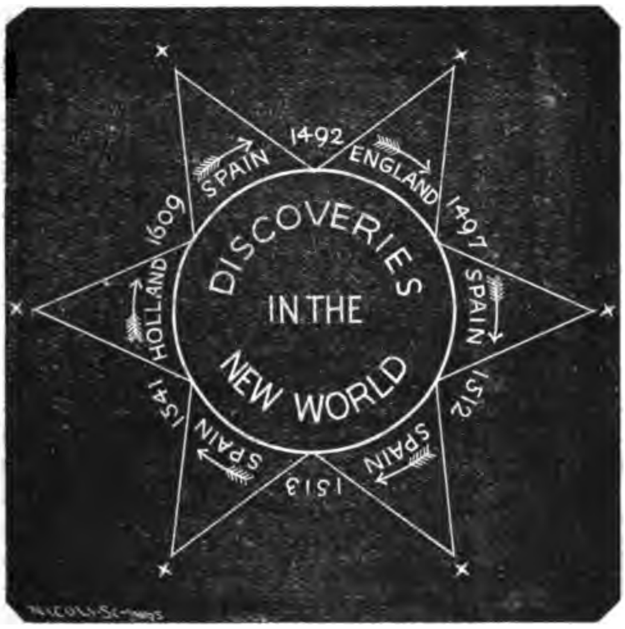
V. *Black-Board and Geographical Reviews.*—Of the value of reviews, it is hardly necessary to speak. Of their character, much is necessary to be said. Reviews may be made very obnoxious to pupils by making them a reminder of every date that has slipped the memory and very considerately relegated to temporary oblivion. The child has very probably concluded that it is unwise to burden the memory with the details of matters which are of themselves of secondary importance, and hence may, by indiscrete teachers, be tortured by the thought that it is forgetting so much that it is "useless to try to study history." Not that we mean to say that the child is the best judge in this matter or that details should never be noted carefully and fixed firmly in the memory: but the great trouble in teaching history is that all the time is spent in getting facts, labeling them and stowing them away in due order, like the bodies placed in the catacombs, and hence there is no time left for studying the facts, for using them, for getting them operative upon the individual life of each pupil.

Again, the reviews may consist of large doses of chronological physic accompanied by moderate doses of philosophical reflection, and the mental stomach, in throwing off the objectional part, may also reject with it much that is useful to the intellectual and moral economy. Dates are useful, of course. So were the blazes put upon the trees of the primeval forest by the pioneer fathers; but it was not necessary to blaze every tree in the line of march and out of it in order that the road might be known. As a rule, a blaze here and there, at considerable distances, was all that was needed.

Should it be necessary to teach any considerable number of dates and the events connected with them, the laws of the mind's operation through the association of ideas may be used to advantage. So much of novelty as may add variety and attractiveness without losing sight of the end in the means, may profitably be employed. Following are some of the forms which the writer has used:

DISCOVERIES.

Diagram No. 7.

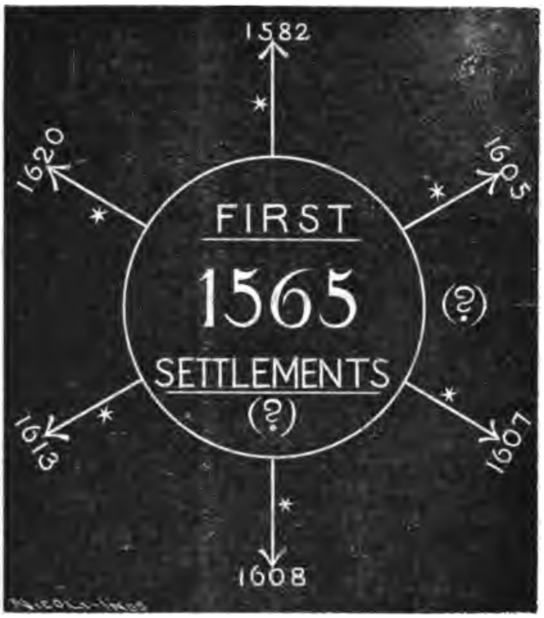


Explanation. This diagram is designed to accomplish several purposes: (1) In the center is written the subject to which the attention of the pupil's mind is to be directed. The thought is thus concentrated. (2) In the review, the pupils may be called upon to give first, either the dates (here inserted), or the places, [here omitted, but to be placed where the asterisks (*) are to be found],—the naming of the places being accompanied by the locality of them upon a map placed near,—and afterwards the nation to which credit for discovery is due. The diagram having been completed, not only upon the board, but also by each member of the class in his note-book, leaves a *definite form* and certain *definite associations* in the mind which it will be difficult to forget, even if one desires to do so. As a pupil once remarked, "I can shut my eyes and see that!"

With these general facts may be given so many particulars as the teacher may see proper to require.

SETTLEMENTS.

Diagram No. 8.



Explanation. The general purposes of this diagram are the same as the preceding. The form is slightly different, for obvious reasons. The outer date (1565) is inserted; then along the arrows, where indicated by the asterisks, the places may be written, (the maps being used as before); and, finally, the topic may be given by whatever pupil is ready most promptly. Question marks may be inserted, as beneath the word "Settlements" and between the dates "1605"-"1607," for the purpose of arousing curiosity and directing attention to other facts which may seem at variance with these.

These forms may be multiplied indefinitely and the manner of their use varied greatly by an ingenious teacher. We have space to give only so many as may be suggestive. Other methods of black-board reviews are as follows:

MISCELLANEOUS.

Diagram 9.

Date.	Location.	Events.	Person or Persons	Thoughts Suggested.
1776.	Philadelphia.	*Declaration of Independence.*	Adams S. & J., Lee, Jefferson, Franklin, Livingston, &c	A new nation born.
1565.	*St. Augustine.*	Founding of oldest town in the United States.	Melendex-Huguenots.	Intolerance.
1775.	Lexington, Mass.	First Contest of the Revolution.	Troops—Paul. Revere—Israel, Putnam.	"There the embattled farmers stood and fired the shot that was heard around the world."
1787, etc.		*Ordinance.*		
				Basis of England's claim to North America.

Explanation.—This diagram is placed upon the blackboard by the teacher when it is desired to have a general review upon miscellaneous topics. The headings to the five columns—" "date," "location," etc., are put in, and then the teacher inserts here and there, as indicated by italics, an event, a location, a date, or a thought worth remembering or which may be suggestive of something to which the pupils' minds would not ordinarily turn, and the remaining spaces are filled by the pupils as they may be allowed to speak or may be called upon by the teacher. Care should be taken in this exercise to see that every pupil recites upon something,—the slow as well as the swift,—and that credit is always given for originaly or unusually good suggestions. The exercises should be made as lively, as enthusiastic and as general as possible. Digressions from the simple details should always be made when something is to be gained in the way of interest or kernels for reflection thereby.

Map Drawing.

CYRUS HODGIN, RICHMOND NORMAL SCHOOL.

Geography is the science which measurably frees man from his natural limitations in space, and enables him to acquire a clear comprehension and practical view of the earth without having personally explored it. If actual observations were the only way in which we could gain a knowledge of the form, size, surface, climate and productions of any part of the world we live in, but very little of it could be thorougbly known by any one person; but by gathering together, and organizing the observations of a great many, we have the science through which we may sit in our own room and learn the important facts concerning the most distant lands.

The greater the number of mental forces brought to bear upon any subject, the more thorough the mastery of it, and the more firmly and permanently it is retained. No study of geography that does not leave in the mind of the pupil a clear and accurate transcript of the country studied ought to be considered successful. To secure such results the study of maps and map drawing is essential. One may obtain a fair knowledge of the location of places and of the contour and forms of relief of a geographical division by close inspection of a map drawn by some one else; but if he constructs the map for himself, not an unthinking copyist, but with every line and point he makes meaning some definite thing to him, the accuracy, the permanency and the value of his knowledge is greatly increased.

Not only is map drawing important as connected with the study of geography proper, it is of very great value as an auxiliary to historical studies. The teacher who can secure from the members of his history class, rapidly executed sketches of the principal geographical features of the locality in which the events of the lesson transpired will secure more interest and clearer knowledge than can be secured without. Often the plan of a campaign is determined largely by the character of the country in which it is to be executed. A sketch, therefore, put on the board as the lesson progresses, may be an efficient aid in interpreting certain movements, that otherwise would be unintelligible. It is not enough that maps be made to accompany the text in the books, for these are small, and exhibit unusually very limited areas. It is well to have pupils constuct maps uniting into one, a number of those in their books aepresenting adjacent territory, thus securing at one view the connection of events better than could otherwise be done. This can all be done wiiout any loss of time. On the contrary, it really saves time, because of the zest it gives to class work, and the thoroughness of the results secured, making long and tedious review unnecessary.

In all this work, whether in the study of geography proper or history, the imination of the pupil must be led to act, that the lines of the map may be transformed into realities. He should *see* the desert as a real sandy waste, to maintain sides covered with forest and their tops with snow, the plains covered with grass or cultivated fields, certain lines as flowing streams of clear or mudy water, as the case may be, and the dots for towns and cities, as street lined with houses and crowded with busy people. The child that can so easily transform a broomstick into a horse, or a row of chairs into a train of cars, will, with proper loading find much pleasure in the other transformations above mentioned.

In another paper we shall indicate when and how the work of map drawing should be begun.

Current Science.

Commenting on the cholera, which is prevailing to a considerable extent in the south of France, *Nature* says: "Of the future course of the epidemic it is at this stage almost impossible to speak with any authority; but it is very certain that occasional lulls in the number of attacks—occurences which are immediately reported as indicating a subsidence in the outbreak—cannot be regarded as having much significance in this respect; for it is one of the essential characteristics of cholera, especially in the early stage of an epidemic, to exhibit periodic fluctuations both in the number and in the intensity of attacks."

Wide Reach of a Tidal Wave.

A correspondent in the Fiji Islands writes that a notable tidal wave reached there on October 6, last, the date of the great tidal wave, 25 feet high, and the eruption of Mount St. Augustin, in Alaska. The tidal wave in Alaska occurred at 8:25 A. M., and that at the Fiji Islands, about 4,500 miles to the southwest, at 11:45 A. M. At the latter place there were three successive waves, with intervals of ten minutes, which, at the ordinary period of low water, reached nearly to the high water mark. The occurrence of this disturbance of the sea a few hours later on the same day as the eruption of Mount St. Augustin, and the formation of a new island in its vicinity, suggests that the tidal wave at both places proceeded from the same cause.

Why the Earth Quakes.

"While facts enough regarding the extent of the earthquake on Sunday have not come to hand to enable me to speak on the direction of the earth wave or its peculiar features, as compared with other earthquakes, yet something may be said as to the latest convictions of students of science on the nature of the earth below the point anyman can penetrate. That may lead us to guess intelligently at the cause of earthquakes.

"You know the long received theory of the nature of the interior of the earth was that it is a molten mass, and that we move around on a crust enveloping the earth and caused by the cooling off of this mass on the outside. It is undoubtedly true that about thirty miles below the earth's surface the temperature is so high that everything is in a melted condition. We know this because we have learned that every fifty feet we penetrate into the earth there is an increase of temperature of about one degree, and at a distance of thirty miles the heat is so great that any substance we know of would melt. Perhaps the melted mass is in the form of a liquid. That would be certain but for the immense pressure on it. The pressure is estimated at 10,000 tons on a square foot. Of course scientific men cannot experiment with matter at a high temperature with a pressure of 10,000 tons to a square foot, so we can only guess what may be its condition. In talking about this melted mass thirty miles under us, the term water substance is used by geologists.

"How great is the distance through this water substance we do not know, but it is certain that its density increases more and more, gradually, until the interior of the earth is solid probably, from the inconceivable pressure 1,000, 2,000, or 3,000 miles from the surface. Sir William Thompson has demonstrated that the earth must have a core much denser than the land and water we live on. He points out the fact that if a shell only thirty miles thick surrounded a molten liquid mass extending from one side of the earth through the center to the other side, then the moon, through the law of gravitation, would displace the liquid or gas in the interior of the earth to such an extent that the earth's crust would bulge out in the direction of the moon, making a tide in the solid crust of the earth, as certainly as the skin of an orange bulges out when you squeeze the fruit between the palms of your hands. And this would be evident to us because the ocean tides would be almost, if not quite, imperceptible to us. To withstand the attraction of the moon, the earth, Sir William says, must be as rigid as steel.

"So we have the the theory that the crust of the earth floats on and imposes an immense weight on a water substance, which is inconceivably hot. Now, as to the way an earthquake may be caused. Suppose moisture trickled gradually, year after year, through this crust into the heated mass. In our atmosphere steam would be produced. Thirty miles below us the pressure is so great that it is not likely that steam could be generated. One thing though; the pressure of 10,000 tons to the square foot, a pressure exerted in every direction, would be increased. Some effect must be produced down there, and it is easy to see that if one place in the earth's crust is weaker than another near the region where the water trickled in,' then 'the weakest place must stan' the strain.' It is not unreasonable to suppose that this pressure below might be so great that the earth's covering was shifted a little to adapt itself to the pressure from below. This shifting of the crust is, in fact, the earthquake.

"I believe this theory has the greater reason on its side, because earthquakes are almost always in the region of volcanoes, and volcanoes are almost always in or near the ocean.

"Another theory of earthquakes is that as the earth is very gradually cooling off, the crust is thickening on the underside, and cracks or fissures on the under side of the crust many miles deep may occur in consequence of the enormous pressure, so that the water rushes into a new position with a force that would knock a continent out of shape if it took place on the earth's surface. That motion would be sufficient to produce a vibration thirty miles distant.

"Whatever the cause of the earthquake on Sunday," added Professor Merriman, "I think the earth in the region where it took place has either settled into a new position or is forced back into an old position from which it was pushed by former earthquakes."—*Prof. Merriman, of Rutgers College.*

Public Sentiment.

Progress of the Sentiment in Favor of Free Schools—Progress in the South.

General John Eaton, Commissioner of Education, who sailed for Europe recently, said to a reporter before leaving: "The educational sentiment has grown until it has become almost universal. For instance, in 1872 we had but 2,728 correspondents furnishing information gratuitously to the bureau. Now we have 10,128. So large is the demand for educational data that it is impossible for us to wholly supply it."

"How large a school population have we?"

"Over 16,000,000, and of that number about 10,000,000 are enrolled in public schools. We now have 293,294 public school teacheas, about 4,000 more than last year. Public school incomes and expenditures have increased about $6,000,000 in one year. This would look like progress."

"How has education progressed in Virginia?"

"It is steadily gaining. The increase in schools and teachers is encouraging, but more schools for colored youth are needed. Education in Maryland has progressed in every important particular."

"How about the States south of Virginia?"

"The South is eager for the education of all classes. The increase in the number of school houses and attendance is larger every year, and the progress is very gratifying."

"Has any progress been made in Indian education?"

"Not as much as we had hoped. This year there are 14,394 Indian youths enrolled in the schools, which is a slight falling off, but, nevertheless, Indian education must advance."

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State Supt. Holcombe's Democratic friends in Portland gave him rather an embarrassing surprise Wednesday night, the 13th. He had spent the day with the teachers in the County Institute, and in the eveming had settled down to enjoy a musical and elocutionary entertainment, when he was waited on by a committee and dragged off to speak to a crowd at the court house. Arriving there he found the street full of teachers, and after the several hundred people were seated he was introduced by Mr. B. S. Gray. Mr. Holcombe explained that it was not customary for candidates for the State Superintendency to take part in the campaign or make political speeches, that the schools must be kept entirely out of politics, that the teachers must not be selected because they are Democrats or Republicans, but because they are competent teachers, and in this vein made a first rate educational speech, holding the attention of the audience for twenty minutes or more.

A STEPPING STONE.

We hear occasionally of the teacher's occupation being used as a stepping stone to some other (presumably higher) business, or profession. What of it? If the stone is not broad enough to give you permanent support, why not use it to help you to that which is broader? It is very nice to talk about the nobility of the profession, and about consecrating one's life to the work,—but how many of the ten thousand teachers in Indiana can afford to so consecrate themselves? The average yearly salary of teachers in this State does not exceed two hundred and fifty dollars,—in most other States it is not so much. There are very few persons, comparatively, to whom the profession supplies the sure means of livelihood. Teaching to the great majority is necessarily a temporary occupation—it cannot be otherwise. Until the laborers in the profession are offered permanent employment and permanent means of support, we can expect only a few to consecrate their lives to the work, however noble it may be.

Nor do we believe that the cause of education has materially suffered by reason of the teacher's occupation being sometimes used as a stepping stone. Those ambitious young men who spend two or three years in the school room before entering upon their chosen profession, not unfrequently perform a work in the schools which more than makes up for their sins of transiency. If they have a conscience which bids them do their best under all circumstances, the very nature of their relation to the work in hand quickens their energies and infuses a life into the school, which the old wheel-horses of the profession would never be able to generate. They themselves are preparing for active, energetic life-vocations; and they inspire their pupils with much of their own hopeful ambition. The vigor and freshness which they bring into the work is often worth more than the knowledge—which they lack—of the cut-and-dried methods of pedagogy.

B.

THE DEMAND OF THE INDUSTRIAL SPIRIT.

The North American Review for September contains an interesting article on "The Demand of the Industrial Spirit" from the pen of Charles Dudley Warner, Whatever Mr. Warner writes is interesting, but our special interest in this paper lies in the clear exposition he makes of a fundamental educational fallacy so general in this country.

We refer to the "sort of education" which prevails to a considerable extent, which has recieved the name of *practical*, because it is supposed to sharpen the senses, train the observing faculties, (no matter about the reasoning faculties) and to fit men and women for the real work of life, that is for getting money and keeping it." It is astonishing to what an extent the notion prevails, even among educators that "money getting" is the chief *end* of life—that the chief purpose of existence is to get rich, and that as speedily as possible. The mercantile and materialistic spirit is at the bottom of that sort of education which seeks only to "sharpen the senses" and train the "observing faculties." This spirit insists that the knowledge of how to make a box, how to shoe a horse, how to build an engine, how to conduct a business, is an education. At most, it seeks only the literature of knowledge, the facts of the industrial arts, of commerce and of agriculture. It cares nothing for the literature of power, the building up of the soul, the training in the "*humanities*," pure intellectual culture, the development of reason, only as these powers can be utilized for mercenary purposes. We adhere to the "old doctrine" that "money getting" is only a *means*, not an end of life. That *development is* the chief end of life, and that the fundamental doctrine of the school should be development—intellectual, moral and physical, alike, and in just proportions. As Mr. Warner says "there is need of insisting upon the importance in life of a pure intellectual culture for as many persons as can obtain it, and of supplementing the practical training with the intellectual culture whenever possible."

. . . . "We seem to be in danger of forgetting the importance, to the individual mind and to society, of literaturre and philosophy, and the laying up of intellectual goods that are safe from moths and from thieves."

The "workshop in the public school" question is a question that involves the question of the "prostitution of all learning and all methods and facilities of education to merely *material* purposes, *concrete ends of utility*," leaving out of view the primary purposes of learning, which is the cultivation of the mind itself. To pursue learning exclusively from the "utility" stand point, is to inevitably lower the tone and *morals* of life. It is fortunate the discussions at Madison were so decided on this point. With the "fundamental fallacy" out of sight it is easier to keep in view the higher plan.

THE INVERTED PYRAMID.

What if old King Cheops had attempted to build his pyramid with the apex downward?

What if the builder of Trinity church, impatient to exhibit the crowning glory of his work, should finish the steeple and hang the bells before the foundation of the building has been well completed?

What if some person should dare insinuate that one of the defects in our public school system is top-heaviness? that we build costly and showy steeples upon cheap and shoddy foundations? that "the hope of our country" is a kind of inverted pyramid?

To illustrate: Not many months ago, the writer visited the schools of a certain city in North America. He went without a guide, and hence began at the bottom, or at the apex of the pyramid.

In each of the "primary rooms" he observed that there were three distinct grades, and from seventy to a hundred pupils, five to fourteen years of age, of every American color, and representing every condition of society. In charge of each of these rooms was a single teacher, either an inexperienced young girl from the high school or an estimable lady whom worry and over-work had rendered unfit for contact with growing minds. (These teachers worked cheap,—they were obliged to; thirty-five dollars a month would secure the services of any desired number of their class). The rooms were heated with "cannon" stoves and no provision was made for their ventilation. The desks were of the most economic pattern. There were always two, and sometimes three pupils to each seat. (In one instance the visitor noticed two black boys and one white boy seated together.) The discipline was naturally none of the best; the instruction was as good as it could be under the circumstances, and yet almost worthless. Nobody was comfortable. There was an air of thriftlessness and don't care in the very atmosphere.

It was a relief—and yet in some respects a painful one—to pass from these primary rooms to the high school. The high school, as we were told, was the pride of the community,—and well it might have been had not the foundation been so miserable. There, seventy pupils sat under the instruction of four teachers, not one of whom received less than eighty dollars a month. Each pupil had a seat to himself,—he might have two if he wished. There were carpets on the floor, there was comfort if not elegance in every appointment of the room. There were laboratories, and cabinets, and a library,—all accessible to the students. "We always bring our visitors here," said the president of the board. More money was spent for the education of the seventy in this department, than for that of any seven hundred in the primary grades. "We prepare pupils for the University," said the high school principal. "Our schools are the best in the State," said the city mayor.

This may be an extreme case, but it was in actual existence less than three years ago. It is by no means an isolated example of the prevailing tendency to top-heaviness. Other examples exist even to this day.

What would you think of the blacksmith, who should hammer carelessly upon his iron while it is hot, and reserve his chief energies and strongest blows until the metal becomes cold and scarcely malleable?

B.

EDUCATION IN TEXAS.

Rev. A. A. Johnson, writes to the Western *Christian Advocate* an interesting account of the work of the Methodist church in Texas. He sees in this State, where the population is scattering and the people are engaged in the all absorbing process of amassing wealth, already a demand for "educational advantages not provided by the State." Nothing can be nearer the truth than that Texas needs increased educational facilities. If the statement be true that "the people demand it" the sign is a hopeful one. One of the greatest obstacles to the advance of education in a new country has always been the lack of support by the people themselves. A discouraging lukewarmness is not unfrequently encountered, even in some of our older States. Schools need, in addition to intelligent direction, the enthusiastic support of the people, and are prosperous just in proportion as they receive such support.

In the course of his article Mr. Johnson says: "Our more thoughtful and observing brethren have discovered that we have given too much time and means to the planting of churches, and not given full attention to our educational work. It is proposed to change our line of operations somewhat this year, and push more vigorously the interests of our schools. In this growing South-west the demand upon our Methodism is educational quite as much as it is evangelistic; and we are beginning to realize that permanent success can only be obtained on the educational line. If we could command to-day the money that has been wasted in our endeavor to plant churches, and turn it into our schools, the results would be much greater for the Master's kingdom in the next ten years."

In this paragraph is found another good omen for the South. The church is working in the right direction. In a short time, if present indications are worth anything, we will have a grand trio, State, Church and Nation, all working in the cause of education, and with such co-laborers, what marvels cannot be accomplished?

Facts, Figures and Personals.

Miss Anderson, of Union City, goes to Portland this year.

G. H. Welker is elected superintendent of schools at Kentland.

Jerry Hilligass, superintendent of Allen county, is at last married.

C. A. Segur, formerly of Pleasant Lake, is the new superintendent at Hamilton, Ind.

The Indianapolis Seminary conducted by Prof. J. B. Roberts opens its eighth year Sept. 10.

Delaware County Institute opened this week with 126 teachers enrolled the first day. Who can beat this?

Prof. White has resigned the superintendency of the Portland schools. His successor has not been named.

A. O. McKorkle of Kokomo writes us that "a young plumed Knight has arrived in his family." Congratulations.

The corner stone of the new Ladies' Boarding Hall, of DePauw University, was laid to-day with appropriate ceremonies.

Miss Mary E. Nicholson has been appointed Principal of the Indianapolis Training School at a salary of $1,500.

Prof. Cyrus Hodgin of the Richmond Normal School will furnish a valuable series of articles on Map-Drawing. The first appears in this issue.

T. D. Aker, assisted by L. C. Chamberlain, is conducting a Summer Normal at Pennville, Jay County, in which he has sixty-four students enrolled.

Prof. Humke, of Wabash, has been elected Professor of Reading and Elocution in the State Normal School to fill the vacancy caused by the resignation of Prof. Carhart.

Prof. L. S. Thompson, of Purdue University, delivered a lecture at Monteagle, Tenn. August 14, on "Is it Reasonable to believe in the Christian Religion," which was complimented very highly by the Daily *American.*

Prof. A. N. Munden, who has been principal of the schools of Lexington, Scott county, for the past three years, has resigned. W. D. Chambers, a talented young teacher of the county, and a student of the State Normal, has been secured to succeed him. Chambers' varied experience and uniform success made him a favorite at his home.

The new catalogue of DePauw University is one of the finest and most complete we have ever seen. The number of students enrolled last year was 538. There are twenty-five members of the faculty. The catalogue besides the usual features of such books gives biographical accounts of all the alumni, the history of the negotiations by which Mr DePauw's endowment was secured and the first steps in the reorganization of the University. The compilation of the catalogue is chiefly the work of Dr. H. A. Gobin, to whom belongs the credit of preparing the finest University year-book ever seen in the West.

She Died at her Post of Duty.

The sudden death of Miss Ella Schermeyer, the accomplished and talented teacher of instrumental music in connection with the Portland Normal School, has cast a gloom of sadness over the entire Institution. She was a prime favorite with all the students and in a few weeks longer, had she lived, would have become the wife of the Principal, Prof. Suman.

Teachers' Institutes.

The Parke County Teachers' Institute closed an interesting and profitable week's session. The enrollment was 160. The instruction was ably conducted by Lin. H. Hadley, B. A. Ogden, Mary Howard, John Engle, and Jesse Lewis, with some simple and easy experiments in natural philosophy and chemistry. Hon B. C. Hobbs looked in on Thursday, and made fitting remarks. A new feature was introduced by the county superintendent, W. H. Elson, in the way of daily printed outlines of the work. An entertainment was given at the opera house, under the institute management, by Mrs. California Vineyard, which was well received.

The Putnam County Institute held at Greencastle' closed after a week of very interesting and profitable work. The instructors were Miss Kate Huron, of Danville Normal; Professor E. E. Smith, of Purdue University, and Professor M. Seiler, of the State Normal. The attendance averaged about 140. A lecture was given in the Christian Church, by Professor Smith. Talks were also given during the institute by Professor W. A. Bell and Professor J. M. Olcott, of Indianapolis, and Superintendent A. E. Rogers, of Hendricks county. The teachers are well pleased with the excellent management and the earnest efforts of Superintendent Smedley.

New Castle.—W. H. Payne, of Michigan University gave the Henry County Institute a week's work of great profit to the teachers. On Pedagogy, as a science, Prof. Payne may be considered authority in this country at least.

Portland.—The Jay County Institute was very largely attended, one of the largest in number, we have met this year. On Wednesday, W. A. Bell, of the School Journal, gave a talk on School Discipline, J. M. Olcott, of the Educational Weekly, gave three lectures on American Literature and State Supt. Holcombe gave a very interesting talk on school matters in general.

Wabash.—Wabash County Institute as usual was well attended. Prof W. F. Yocum of Fort Wayne College, gave an interesting lecture on Wednesday evening and State Superintendent Holcombe on Thursday evening.

Kentland.—Newton county gives as much attention to solid drill on the principles of teaching as any county in the State. Prof. Humke, of the State Normal School was chief instructor at the Institute, and well did he hold the attention through the entire week.

Indiana County Institutes.

The following is the list of Institutes thus far reported:

AUGUST 25.

Adams, Decatur.
Blackford, Hartford City.
Brown, Nashville.
Carroll, Delphi.
Clay, Brazil.
Dearborn, Lawrenceburg.
Elkhart, Elkhart.
Floyd, New Albany.
Fulton, Rochester.
Grant, Marion.
Hancock, Greenfield.
Hendricks, Danville.
Howard, Kokomo.
Huntington, Huntington.
Jefferson, Madison,
Jennings, Vernon.
Lagrange, Lagrange.
LaPorte, LaPorte.
Madison, Anderson.
Marshall, Plymouth.
Miami, Peru.
Montgomery, Crawfordsville.
Morgan, Martinsville.
Ohio, Rising Sun.
Owen, Spencer.
Pike, Winslow.
Randolph, Winchester.
Rush, Rushville.
Scott, Lexington.
St. Joseph, South Bend.
Union, Liberty.
Vanderburgh, Evansville.
Vigo, Terre Haute.
Warren, Williamsport.
Washington, Salem.

SEPTEMBER 1.

Clinton, Frankfort.
Crawford, Milltown.
Kosciusko, Warsaw.
Marion, Indianapolis.
Pulaski, Winamac.
Tippecanoe, Lafayette.
Warrick, Boonville.
Green, Bloomfield.

SEPTEMBER 8.

Benton, Oxford.
Fountain, Covington.
Martin, Shoals.

SEPTEMBER 22.

Starke, Knox.

SEPTEMBER 29.

Wells, Bluffton.

NOVEMBER 24.

Porter, Valparaiso.

DECEMBER 15.

Lake, Crown Point.

DECEMBER 29.

Monroe, Bloomington.
Whitley, Columbia City.

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Correspondence.

Enforce the Law.

Editor Educational Weekly:—My attention was attracted to the above caption, and I want to call a little more attention to it. I am certainly in favor of enforcing all laws which do not work a hardship to a few, and which will do a great amount of good to the many. The genius of our school system is to build that which is substantial and true. Now if as you say, ' If enough teachers cannot be found who can pass the requisite examination in any one county, import them from another county which has a super-abundance." What is the result for which we may look? Certainly those teachers who may have a very good idea that they will fail of a year's license in the county in which they had only a six-month's license last year, will be looking for a county that is wanting an "importation." That county superintendent being scarce of teachers having received good recommendations is ready to grant "thon" (that one) a license, and so the immigration and emigration receives a good start and goes on without any ultimate good either to the teacher or the schools, but rather engenders the formation of a *tramp* system in the profession of teaching. Will that ultimately be beneficial to the school system?

U. Can See.

Rules and Regulations.

Mr. Editor:

It appears to me that if the duties of Superintendent, Teachers, Pupils, and Janitors in our public schools could, somehow, be more clearly specified than they usually are, and set down in black and white so as to avoid all possibility of mistake or misconstruction, the school would be the gainers. For instance, I would recommend the publications, by each school board, of a pamphlet of Rules and Regulations, wherein the duties of each person connected with the schools should be clearly set forth and carefully explained. If such a course were adopted we should not hear of superintendents spending the last three months of each school year electioneering for their friends in the town council; for it would be plainly set down in the *rules* that the duty of the superintendent is to superintenden. In like manner, if it were only printed plainly, teachers would understand that it is their duty to teach; scholars would comprehend that it is their duty to study and behave themselves; and the janitor, if he could read, would learn that one part of his business is to sweep the floor.

I was led to think this of subject by observing how some other matters, of far less importance than thepublic schools, have been perfectly systematized and reduced to order by carefully prepared *Rules and Regulations*, printed in pamphlet form distributed to all interested parties. A few days ago, as I was registering my name at the Hotel de Bigge, the oleaginous clerk handed me a neatly printed pamphlet of forty pages, bearing upon its cover the following title. "*Rules and Regulations, and Course of Living prescribed for the* HOTEL DE BIGGE. Printed by authority of the Proprietor, 1884." Upon opening this surprising pamphlet, I was struck with astonishment and admiration at the manner in which the whole system of the hotel management was particularized and set forth. First, there was a tabulated report of the number of guests entertained during the past year; their ages, color, nativity, and sex; the kind and quantity of food eaten by each; and the amount of money collected and expended by the proprietor. Then followed the *Course of Living*, which was a condensed daily bill of fare, so arranged as to do duty for every day through a period of twelve years. Lastly came the *Rules and Regulations*—six for the proprietor, ten for the clerk, twenty-seven for the cooks and table-waiters, eighty-five for the guests, and ten for the chamber-maids. A few selections from this part of the book may be of interest.

RULE 2. It shall be the duty of the Proprietor to take charge of the funds belonging to this hotel, and to pay the bills when they become due.

RULE 8. It is hereby made the duty of the Clerk to visit personally, as often as is consistent with his other duties, all the apartments of this hotel; to see that the best methods of living are followed; that the waiters are faithful in the discharge of their duties; that the guest are properly cared for; and that everything is conducted in a manner efficient and uniform.

RULE 17. It is hereby made the duty of the table-waiters to wait upon the table.

RULE 18. They shall be in their place at least twenty seconds before the ringing of the second bell, both at dinner and supper.

RULE 19. They shall see that the victuals are kept at the proper temperature.

RULE 20. During the eating hours, they shall devote themselves faithfully and exclusively to the performance of their respective duties.

RULE 27. They shall permit no unnecessary noise in the dining room at any time.

RULE 30. They shall keep a register wherein shall be recorded, neatly and correctly, the names, ages, and color of the guests at each table, noting particularly those who are absent from dinner or supper, and those who are tardy at breakfast, and also those who leave the table before the meal is finished.

RULE 31. At the close of each month they shall make such reports to the Clerk as the Proprietor shall from time to time direct.

RULE 47. Guests shall be polite, neat in person, deligent at the table, clearnly, not given to rudeness—especially to the waiters.

RULE 52. They shall not engage in any rude or boisterous games in the halls or dining room; and in going up stairs they shall walk and not run.

RULE 56. Monitors will be stationed at each turn of the stairs and at each door, to see that guests observe the foregoing rules.

RULE 57. Guest must eat pie with a fork and not with a vuglar knife.

RULE 58. They must not wear their hats in the dining room.

RULE 92. Guests must not mark, deface, cut, scratch, carve, or otherwise injure the chairs, tables, or other furniture in the dining room; and they must not break the dishes, nor carry the spoons or napkins away. Any one found guilty of doing so shall be liable to suspension or expulsion at the discretion of the Clerk and Proprietor.

RULE 112. Each guests shall eat what is set before him, and ask no questions.

RULE 128. These rules shall be read to the guests from time to time, in order that they may have a clear understanding of the regulations by which they are governed.

RULE 129. It shall be the duty of the chamber-maids to see that the rooms are properly swept and dusted, and the beds made ready for the reception of guests at least sixty minutes before bed-time.

RULE 133. They shall not sweep dirt into corners and leave it there, neither shall they sweep it out at the doors into the street; but they shall take it up gently and carry it to the ash heap.

RULE 134. They shall not appropriate, for their own use, the jewels and trinkets of the guests; and they shall see that everything is neat and clean.

As for myself, I was greatly pleased with these rules; and I wondered how it was that any hotel could be properly kept without some such code of laws. But the man who sat opposite me at the table, and is always grumbling about "red tape," remarked that he wouldn't give a continental for a proprietor, a clerk, a table-waiter, or a chamber-maid, who didn't know what was right and wrong in a hotel without having it specified in a hundred and thirty-eight printed rules.

Yours Faithfully,

JOB SELDOM.

P. S.—Since writing the above, a friend of mine has sent me sixteen pamphlets issued by as many schools in this State, all following out my ideas as to the matter of *Rules and Regulations*. And so, instead of being an original discoverer of methods, I have been only an uncoverer of my own ignorance.

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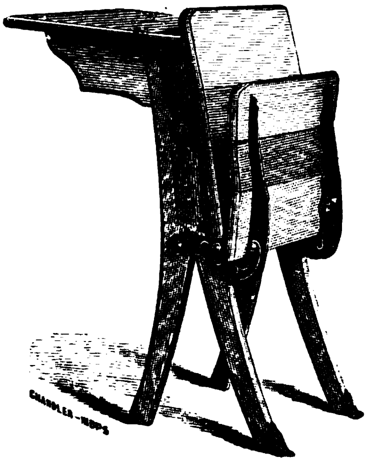

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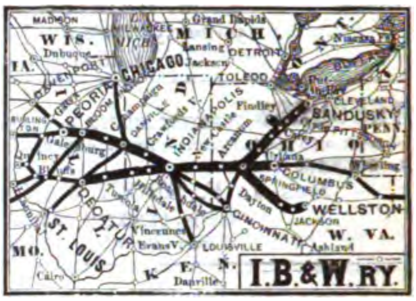

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STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	. ...
Cincinnati	Ar	7.10 p.m.	....

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FROM
Indianapolis to the west.

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Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham........ "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville .... "	2.47 "	4.42 "	5.32 "
St. Louis.......... arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

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☞PARLOR CARS run on "No. 1," Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

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PAN-HANDLE ROUTE.

Time Table of Through and Local Trains.
Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; Second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, AUGUST 30, 1884. No. 7

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JUST ADOPTED.

From Report of Committee on Course of Study.

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Respectfully Submitted,

JOSEPH MOSES. THOS. LANGHLIN,
A. S. BABBIT, GEORGE EMIG.

Committee on Course of Study.

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E. A. HALL.

LOGANSPORT, JUNE 30, 1884.

5. **EXPENSES:** Tuition, rent of furnished room and club board $50 per term of ten weeks. Liberal deduction for several terms in advance or to several members of same family for one term. Considering the excellent facilities at our command, and the efficiency of instruction afforded, this is the cheapest institution in the State. Correspondence from those deserving to pursue a partial or complete course in any department is respectfully solicited.

ADDRESS

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PURDUE UNIVERSITY,

LAFAYETTE, IND.

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Address, **A. F. KNOTTS, Ladoga, Ind.**

Educational Weekly.

CRISP, IMPARTIAL, DECIDED.

A PAPER FOR EVERY TEACHER AND SCHOOL OFFICER.

PUBLISHES THE OFFICIAL DECISIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

VOL. III INDIANAPOLIS, INDIANA, AUGUST 30, 1884. No. 7

Current Events.

The board of education of Dayton, Ohio have agreed to abolish the colored schools at the close of the ensuing year.

A mass convention of Cherokee Indians is to be held during September, to consider measures to preserve their idenity as a nation.

Physicians appointed by court to examine Wilbur F. Story, proprietor of the Chicago Times, find him in a state of helpless imbecility.

It is now reported that Dr. Joseph J. Woodward, one of the physicians who attended President Garfield in his last illness committed suicide. His friends deny the charge.

The Secretary of the Navy and the Secretary of War, having been in consultation with Commander Schley, concerning the Greely relief expedition, from them the following statement relative to recent reports of the treatment of the bodies of the dead of the Greely polar expedition is obtained. From the revelations made by exposing some of the bodies, the inference has been drawn that incisions had been made in all the bodies, and that portions of the flesh had been used either for food or bait for catching shrimps. The follow-authentic extract from Commander Schley's report, now being prepared for the Secretary of the Navy, shows a portion of the remains to have been so treated, but that those of Lieutenant Lockwood, Sergeant Israel, Sergeant Linn, Private Schneider, Sergeant Cross, and Eskemo Christiansen were absolutely whole and untouched. The report says: "In preparing the bodies of the dead for transportation in alcohol to St. Johns, it was found that the bodies of six of them—Lieutenant Kislingbury, Sergeant Jewell, Private Whistler, Private Henry, Private Ellis and Sergeant Ralston—had been cut and fleshy parts removed to a greater or less extent. All other bodies were intact.

Foreign.

A reinforcement of seven hundred troops sails for Egypt this week.

There is another chance for a misunderstanding between England and Germany in regard to the West African territory. On July 12 the Germans took formal possession of Cameron's river, Upper Guinea, and the adjoining territory. This roused great dissatisfaction among the English traders, who think England should have taken the river years ago. On July 25, Mr. Herwitt, the British consul, held a meeting of merchants and local kings and chiefs of old Cababar. As a result of this the king and chiefs signed a treaty placing themselves and their dominions under British protection.

THE CHOLERA.

The cholera has now assumed a somewhat new phase, the distinguishing characteristics of which are its swift spread, the violence of the attacks, and the shorter duration of time before death relieves the sufferer. Up to the 10th of August there was no case of death noted quicker than four hours after the first attack; but within the last week there have been numerous deaths occurring within three hours; and one is reported of a priest who died after only one hour's illness. Up to Sunday monring the total deaths from cholera in France has been 3,952.

THE WAR IN CHINA.

The War in China has begun. The French ironclads began on Monday to bombard the arsenal and city of Foo-Chow. A special from Shanghai says the arsenal at Foo Chow is in ruins. One thousand eight hundred workmen are out of employment. The arsenal cost 42,000,000 francs and the arms and ammunition destroyed are valued at 140,000,000 francs. The Chinese gun boats were unable to contend with the heavy fleet of the French and nearly all of them in the harbor were destroyed. China seems badly prepared for war, but France is elated at any display of Chinese pugnacity because it will induce to protracted hostilities, in which case only the capture of Pekin will effectually end the war. France desires to seize and retain such territory as will be useful to her and will make use of every opportunity to do so. If the war continues, strong representations will be made by England, Germany, and America to Prime Minister Ferry in relation to the treaty ports of the Chinese empire. It is altogether probable that the shipping rates, especially on tea, will be greatly enhanced.

Pedagogics.

A Law of Mind.

A. H. KENNEDY, SUPT. ROCKPORT SCHOOLS.

PSYCHOLOGY IS THE POLAR STAR OF EDUCATION.

The above in some one of its many forms, has served as a text for many a long essay. Institutes and associations, ever since the genesis of the modern normal school have listened with breathless attention to those who have made the science of mind a study with a view to train the mind according to its laws of development and action. How often have we seen the mind trisected and diagramed. How often have we been told that the matter and methods of education should conform to the laws of mind. The painter, the sculptor, and the artizan all observe the laws of the materials with which they deal. Why should not the teacher?

Such generalizations are not of much practical use to the teacher. As well tell an engineer to build his bridge according to the laws that govern the strength of the materials which he uses. Some members are subject to a tensional force, some to a torsional, some to a transverse and some to a crushing. Let all members be so proportioned and the materials so chosen that each may bear its proper share of the weight and make the bridge perfectly safe under its greatest load. Specifications like the above would not do for a bridge, on account of their extreme generality. What to do in a particular case is the great question with every teacher as with every builder. Let us have particular examples in the adaptation of matter and methods to the laws of mind.

The following article is thrown out as a starter, and I sincerely hope that others may follow, giving particular cases in which some subject is developed according to the laws of mind.

PRIMARY NUMBERS—THE TEEN SYSTEM.

Let some one give you several examples like the following as rapidly as possible:

How many are 38 and 9? How many are 47 and 6? Now watch your mind and you will discover its mode of action in determining the results. If the example is sprung upon you suddenly, when the mind is not in a methodical mood, its operation will be more readily discovered. It unconsciously reverts to the teens to discover the figure that the result ends with. Now try a few examples in subtraction, as, How many are 46 less 9? How many are 93 less 8? The mind turns again to the teens to discover the unit figure. It reverts to the teens because they are well known and furnish the means of determining what each particular result shall be.

How can a system of primary numbers be made to conform to this law?

The mind evidently in the above operations is making an effort to classify numbers according to the law that determines the digit in unit's place.

The classification carried to 100 would be developed as follows:

1. The child first learns to count by practicing upon various objects.
2. He learns to write the numbers corresponding to any given number of objects.
3. He classifies the numbers according to the digit in unit's place.
4. He adds the same number to all members of any class and makes a new class whose members all have the same unit figure.
5- He subtracts and discovers the same law.

What a voyage of discovery this is to him. He finds a simple law that guides him with certainty from the known to the unknown.

Having learned to count and write, he begins with 0 and writes in a column all the numbers that end in 0, as far as he has learned.

Likewise all ending in 1, 2, 3, 4, 5, 6, 7, 8, and 9.

In all of these operations he associates numbers with objects as far as possible. And these are the ten discoveries that the little voyager makes in his little world of numbers.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
&c.	&c.	&c.	&c.	&c.	&c.	&c.	&c.	&c.	&c.

Having made the above classifications he next discovers that a figure added to any member of a class results in the same digit in unit's place. Thus, if 1 be added to the numbers in the 0 column, the results will all end in 1. If 2 be added, all the results will end in 2. Likewise with the remaining digits.

In this manner the child develops all the tables himself according to this law of formation and in sympathy with a well defined law of mind. He learns subtraction in the same way. A mastery of all the combinations whose results do not exceed the teens, gives the pupil a sure and easy key to all higher numbers.

With the numbers thus classified he is constantly passing from the known to the unknown over a path that the mind naturally follows whatever the system by which he has been taught· The above classification seems to me to be the most rational, since it is based upon well defined laws. That knowledge is the most useful whose classification is most rational.

Educational Miscellany.

Teachers' Reading Circles.

W. T. S.

General movements frequently have apparently trivial occasions—but they always have sufficient causes. A decided conviction of modern times is that it is as important to bring the intelligence of the masses up to a moderate standard, as it is to bring that of the few up to a very high standard. Hence the Institute, and the Summer School and the Correspondence School and the Reading Circle. They are endeavoring to popularize knowledge of every sort. The occasion of the Teachers Reading Circle was possibly some suggestion made at the late convention at Madison, Wis.; its cause is the desire to bring the mass of teachers up to a higher level of personal literary and professional attainment. The project meets a hearty approval, and that it should may be seen from the reflections that

1. *It gives the teacher a definite thing to do.* It is a common experience that when we have something definite and urgent to do we find time to do it. Without such a motive many a teacher has passed the whole year without having accomplished any work to be named, outside of his routine work. It is not far amiss to say that a school teacher might in twelve months, do two months' literary work, besides his direct preparation for class-room. But two months' vigorous reading and study would enable him to master no mean segment of History, or Literature, or Science, or Philosophy. The Reading Room looks toward the employment of otherwise waste time.

2. *The circle assures symmetry of reading.* A teacher left to his own native beat often does all his reading along a single line, and so does not reach the symmetry that he ought to seek. The student of history shall know that there is something besides history, and the student of science should by experience be convinced that there is something worthy even outside of science. Nothing short of the whole circle of human knowledge is needed, (at least to a small measure) by the teacher. His own profession is understood as he clearly sees what is the extent, and what the meaning of other professions. The managers of the Circle will most certainly agree upon a course of reading that will not be narrow and partial, but will give us one with its eyes looking in many directions.

3. *It will make common ground for conversation and discussion.* The International Sunday School System has the advantage that it furnishes a common theme to religious thought for the whole world. A public speaker may make an illusion to a past Sunday-school theme and he finds a quick and general response, if his audience be composed largely of those who attend Sunday-school. Teachers who use the same text-books find common ground in conversation. Teachers in like departments find ample ground for mental question and reply. The Circle likewise will furnish common themes of thought, so that as teachers visit each other, as they meet in Township and County Institutes an easier and more practical interchange of views is made possible. Doubtless teachers' Journals too will feel the influence of the quickened thought, for their columns will be in demand, though which to express strong convictions upon the topics read, especially at those points where thinkers are wont to differ; and

4th. *The reading will furnish inspiration and illustration for the class-room and the whole school.* Mind awakened and inspired by one theme will carry the awakening and the inspiration to every other theme that it undertakes. The teacher who becomes "alive" in history finds scores of illustrations that will do him good service in the conduct of his school. Science of all kinds and philosophy and products of good imagination do the same. So that it becomes true—"the live student makes the live teacher."

Genuine intellectual enthusiasm is always contagious and we may expect therefore that one result of the general origination of reading circles will be a better and more general interest in learning on the part of our pupils. After all the pupil is shaped far more by what his teacher is and does in the way of learning, than by extended lectures and exhortations. Genuine literary enthusiasm breeds its own kind. Hence the Circle will foster and multiply the circles till all our counties and towns will have them, and the general plan of intelligence will be preceptibly higher.

Glenwood Leaves.

For several weeks I have been making use of exercises in aphorisms in the work of Friday afternoons. For several reasons, these seem preferable to the old style "rhetoricals." The latter were long a source of annoyance to me. Many pupils would be "unprepared," and seemingly with good excuses, sometimes. When they were "prepared," the case was not much better. The "pieces." were generally doggerel verses or common-place prose, unworthy the trouble to memorize. Often they were tediously long. They were spoken in a listless, expressionless way, and there was not sufficient time for me to train all the pupils in extended recitations, each of which would have required of me an hour's pains-taking exposition and prompting. There was the formality of calling names; there was walking to and fro over the floor; there was embarrassment for the pupil to contend against; there was little time for adequate criticism. My plan for Friday afternoon exercises is as follows:

I give each pupil a number, taking pains to have the numbers scattered very irregularly over the room. Number five knows that his turn will come after four pupils have spoken. Number thirteen knows that when twelve pupils have recited, she is next in order. There is no calling of names by me. After a brief pause, each pupil speaks in proper time, without prompting. In the brief pause I have the opportunity to offer criticisms and suggestions.

As for the aphorisms, or quotations, I myself selected them, at first, from our best authors, giving the author's name at the close of each, and writing the selections on slips of paper. This I find no longer necessary. Various excellent books of quotations have been prepared for this purpose I have procured a few of these, and they are at the service of the pupils. Moreover, the the children soon learn what is desired—a brief quotation selected for the thought it contains, and worthy of being remembered—and they have the discernment to make from their school books or from their general reading, very suitable extracts. Nothing which is not worthy to be learned is to burden the memory for the mere purpose of speaking it in school. The quotation often filling half a dozen lines of prose or poetry—perhaps as many as eight or ten lines, in some cases. The are short enough to be reviewed in criticism, throug out, and repeated if the errors require it. In a long recitation of the old style, the errors of expression might be too numerous to be dwelt upon by the teacher or to be remembered by the pupil.

My boys and girls rise quietly at their seat, and speak while standing in the aisle. They are less embarrassed, and speak far more naturally and with less hesitation than when required to come forward.

By these exercises my pupils have become familiar with many of the best thoughts of Shakspeare, Pope, Burns, Bryant, Longfelloy, Lowell, Whittier, and a score of others of the master writers of English and American literature—prose and poetry—and have learned the work in which these thoughts are expressed. I have not wholly done away with the recitations and essays of the old time. They have their place, in variations of the rhetorical exercises, and the less formal recitation of "aphorisms" is an excellent preparation for exercises in declamation and composition.

Among the books most useful as aids in preparing exercises in aphorism are Peaslee's Graded Selactions, Lloyd's Literature for Little Folks, and Hoss's Memory Gems. The first of these is published at Cincinnati, price fifty cents.

Practical Lessons.

Instruction in United States History.—VI.

BY E. E. SMITH.

METHODS AND AIDS—(*Continued*).

THE NATIONAL PERIOD.

The following diagram may be used for a resume or a review of the administration as may be desired· For review, it may be used somewhat as the preceding diagram has been used, or, having been prepared as the administrations were studied by the class, it may be used for testing each pupil's knowledge of particulars or for discussing various questions in their connection, directly or indirectly, with what has occurred in previous years.

7. *Present History.*—It is frequently true that the pupils of our schools fail to realize that the people of to-day are making history. Very naturally the student regards history as belonging wholly to the past, to people who are dead or who have passed from the field of activity to the repose, the quiet, and the entertaining reminiscences of the home circle. It does not occur to the student, in many cases, that the social, religious and political discussions, manipulations, changes, results, are the material out of which the historian of the future is to construct his interesting story; that the historian's duty is to record events and their relations as developed day by day, or age by age,—not manufacture them.

But it seems highly important that each child should come to understand that the world moves *now:* that the actions and the character of men and women are influential for good or evil *now;* that the great leaders of the world to-day—those whose lives touch most other lives—are answerable for their opinions and their guidance; that no man to-day can escape responsibility for what he does or fails to do, as the historian of the future—man or recording angel will measure him and his opportunities and determine whether he has been true or false. Thus each child will come to feel that there rests upon him a personal responsibility as well as a responsibility as part of an aggregation.

Besides this purpose in obtaining knowledge of present history—of events occurring day by day in different parts of the world, there are others: (1) History is made more real, is peopled with living beings, not with animated skeletons; is made progressive, not left as a casting in bronze in which each figure is posed and forever immovable, is seen to be the outcome of individual acts as well as of the acts of multitudes; (2) the child more directly associates geography

THE ADMINISTRATIONS.

PRESIDENT.	VICE PRESIDENT.	DATE.	DURATION.	POLITICS.	SPECIAL EVENTS.	GENERAL EVENTS.
Washington (By popular vote)	John Adams (June 3, 1789)	1789. 1797.	8 yrs.	Federal.	First Administration under the Constitution.	Inaugurated April 30--Revenue--Ordinance of 1787—Location of Capitol *Vermont*--Indians on the Ohio—French —Cotton Gin—*Kentucky*—*Tennessee*—Whisky Insurrection.
Jefferson (By House of Reps.)	Aaron Burr —— Geo Clinton	1801. 1809.	8 yrs.	Republican. (?)	Purchase of Territory—The Embargo.	*Ohio*—(Western Reserve)—Louisiana Purchase—War with Barbary States—Hamilton's Death—Burr's Empire—Fulton's Steamboat—Right of Search.
Vanburen (By popular vote.)	Richard M. Johnson (Elected by Senate)	1837. 1841.	4 yrs.	Democrat.	Financial Crisis.	Patriot war in Canada—Mormons—Independent Treasury Bill—Seminole war. Abolition, Whig, Democratic, } Parties.
Buchanan	Jno. C. Breckenridge	1857. 1861.	4 yrs.	Democrat	Slavery Alarm. Rebellion.	Dred Scott decision—Parting of cable—Bankruptcy—Mormon Rebellion—*Minnesota*—Lincoln and Douglass—*Oregon*—J. Brown's raid—Treason in the South—"Star of the West" (Jan. 9)—*Kansas*—Montgomery Convention" (Feb. 4)—"Peace Convention"—Arms, Ammunition and Navy scattered.

with history, the earth's form with the lives and the movements of the people upon it, and thus comes to see that man and nature are parts of one great whole.

For his use in this work the teacher may employ the the daily paper, the various periodicals, and *class scrap book.**

8. *Contemporaneous Events.*—To teach the geography of the country, the various military movements, the name and exploits of the officers and men, the legislative proceedings and the public gatherings and discussions of the Revolutionary War, or of the French and Indian War, or of the late Civil War, is not to teach those great periods in our history in their fullness. To know the streets and alleys, the location of the business houses and dwellings, the managers of the street-car, transfer and other lines, even to add to this acquaintance with every individual and his pursuit in life, is not to know fully the people of a city or to understand their movements in private or in public capacity. We must know something of the customs the habits, the manners of domestic life, the social condition, the progress in knowledge and use of the arts and sciences, the history and development of their institutions, systems, etc., etc., in order to know a people, a great popular movement, or the statutes of an age.

From Andrew Jackson originated the saying, "To the victors belong the spoils,"—which is responsible for much of the inefficiency and insecurity of public service and also for much of the political intrigue and corruption of the present day. Instead of a political contest being in the minds of the people an issue between principles and men, where each citizen is called upon as rational and responsible factor of the government, to exercise his judgment upon matters of public policy and to use the prerogative afforded by the ballot in a manly and dignified and patriotic way,—thus securing the prevalence of principles through men of pure private and public life,—the whole thing is degraded into the cry of the anxious "ins"—"*Keep the rascals out!*" and the slogan of the hungry "outs"—"*Turn the rascals out!*" Knowledge of the history and the evil results of this practice must do good.

So, again, knowledge of the origin, the vicissitudes, purposes and the present status of the common school system will make of our pupils citizens who will deal wisely with its interests in the future. Knowledge, of the intimate relation existing between the home life of a people and its public life—of the fact that those communities have ever been the most prosperous, the most intelligent, the most upright and the happiest, in which the home was held most sacred and its just and holy affections least disturbed by the drunkard and the debauchee,—such knowledge cannot but give our pupils a deeper insight into life and a stronger inclination toward good character.

9. *The Teacher's Note-Book.*—It hardly seems necessary to urge upon teachers the importance and the usefulness of two note-books—one miscellaneous, the other scientific. In the first may be recorded, as we happen to obtain them, notes, queries, references, methods, principles, interesting facts, etc., upon every subject that bears directly or indirectly upon the teacher's work. To make these of the greatest value and readily accessible at any time, there should be a larger note-book, systematically arranged, in which the things miscellaneously gathered in the first may be placed under appropriate heads, so many pages being set apart for history, so many for arithmetic, so many for language, so many for school management, etc. As time and opportunity may be had, a third book may be prepared in which the matter may be arranged under appropriate sub-heads, as "Percentage" in arithmetic, "Slavery" in history, "Motives" in school management, etc.

We have in these papers endeavored to present some things which may be suggestive to the teachers of our schools, The writer is well aware of the great burden that rests upon the shoulders of the teacher of the country school, and that but little time is given him for the study and development of methods. We have hoped to help him some, being content, if that is done, to be considered "merely a method man, not a philosopher." At some future time we shall probably have something to say upon methods in the recitation.

GEOGRAPHICAL REVIEWS.

A very good method for geographical reviews is for the teacher to name beforehand ten or a dozen places whose location is expected to be and should be a matter of general intelligence; as, Vera Cruz, Fort Ticonderoga, the Quaker City, Niagara Falls, Charleston, S. C., Yorktown, etc. These places the pupil locates carefully by consulting the map before coming to class, and at the same time prepares himself by reading or reflection to give (1) the location, (2) some special event in its history which has previously been under consideration by the class, and (3) any other event of interest that is known with regard to the place mentioned. Thus the Quaker City might be located, its founding by Wm. Penn be mentioned, and then concerning it might be mentioned its fifty years' peace, its being the capitol of the Nation at one time, its capture by the British, Independence Hall, the Centennial Exposition, etc., etc.

Outline of a Course in Arithmetic.

JAMES BALDWIN, Rushville.

STEP II.

NOTE:—I have thought it necessary to indicate only with great briefness the work of this and the succeeding step. The details will not vary essentially from those of step I. We only advance to higher numbers and to more difficult practical work. The principle to be remembered is: Put the child in the way of learn ing new facts by natural processes, and lead him constantly to interesting and unexpected discoveries. But do not waste time in trying to "develop" every point. There are many things which the child should accept as a matter of faith; as he grows older he will naturally exercise his reason.

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*A convenient method of obtaining a class scrap-book is to procure an old ledger from some merchant, or an unruled blank book about 10x12, a bottle of mucilage and an old newspaper. Encourage the members of the class to read the papers and from them to clip neatly and paste carefully in the scrap-book historical, biographical. literary or geographical items bearing upon points in their history work. An opportunity to have these read and to discuss them profitably can readily be found.

For instance, if a child has some difficulty in seeing why $2\times4=8$, it is folly to use half a recitation hour in "developing" the reason of that fact. Have nothing to do with such reasons(?). Let him learn once for all that two times four *is* eight (or *are* eight, just as you prefer); and let him memorize, in the same way, the whole of the multiplication-table and the addition-table so that this memory becomes, as it were, a part of himself. After the first few lessons, all counting with fingers and marks and objects should be omitted. It is better to tell a child at once that the sum of 8 and 9 is 17, than to allow him to find it out by counting on his fingers.

But give pupils plenty of practice in measuring, in buying and selling, and in making change.

STEP II. THE NUMBERS FROM FIVE TO NINE.

Advance to each number separately as in the preceeding Step. Study to give a variety of examples involving all possible combinations. Multiplication-table learned to $4\times2=8$ and $3\times3=9$. Addition-table learned to $4+5=9$, $6+3=9$, etc., the sum in no case exceeding 9. Pupils should learn this so thoroughly that two numbers being given, they will be able to announce the sum without stopping to think.

FIVE.

1. Composition.
2. Conparison with numbers.
3. Pieces of money—one cent, two cents, three cents, five cents. (Toy money can be bought wherever Kindergarten supplies are kept on sale.) The value of each compared with other pieces.

Examples: What two pieces of money are together equal to 5 cents?

I had three pieces of money which together made 5 cents; what were the three pieces?

4. Buying, selling, and making change. No purchase should be greater than 5 cents.
5. Measuring things, 5 feet, 5 yards, 5 inches long.

Draw squares, 5 inches, 5 feet square. Draw 5 square inches and compare them with a figure 5 inches square. Draw 5 square feet, and compare in the same way.

7. Draw triangles each side of which is 5 inches. Draw a triangle which shall be 5 inches around from one corner back to the same point.
8. "Four quarts one gallon." How many gallons in 5 quarts?
9. "Four pecks one bushel." How many pecks in half a bushel?
10. Parallel lines—how to draw them. Draw two, three, four, five parallel lines of any given length not exceeding 5 inches, 5 feet, or 5 yards.
11. A rectangle: A figure having four sides and four square corners. A square is one kind of rectangle, all other rectangles are called oblongs.
12. Practical examples involving every arithmetical combination, and different kinds of practical work.

SIX.

1. Treat in same way as Five.
2. $\frac{1}{2}$ of $6=3$; $\frac{1}{3}$of $6=2$; $\frac{1}{4}$of $6=1\frac{1}{2}$.
3. How many quarts in 6 pints? gallons in 6 quarts? bushels in 6 pecks? Etc.
4. Memorize thoroughly $2\times3=6$, and $3\times2=6$. Also $4+2=6$, and $3+3=6$.
5. How many sides have two triangles? Etc.

SEVEN.

1. Treat in the same way as Six.
2. "Seven days one week." Examples: To-day is Friday; how many day till Tuesday next? Etc.
3. Buying and selling and making change. What two pieces of money together make 7 cents?
4. Measurements of length. Squares 7 inches, or 7 feet square. Reviews in practical work.

EIGHT.

1. Follow some general plan as with the preceding numbers.
2. "Eights quarts one peck." Half-a-peck. Two bushels. Two gallons. How many pints in 4 quarts? in a gallon? Etc.
3. How many sides have two squares? Draw squares of required sizes. Draw oblongs of required sizes. Measure the dimensions of the school-room in yards.
4. Memorize thoroughly: $2\times4=8$, $4\times2=8$; $\frac{1}{2}$of $8=4$, $\frac{1}{4}$ of $8=2$, $\frac{1}{8}$ of $8=1$.

NINE.

1. Follow same plan as with the preceeding numbers.
2. How many yards in 8 feet? How many feet in 3 yards? Draw lines and make measurements to illustrate.
3. Draw a square foot. Draw nine square feet. "Nine square feet one square yard." Draw an oblong containing nine square feet.
4. Teach what is meant by the expression *add* and *multiply*, *subtract* and *divide*. (But pupils need not memorize definitions).
5. Even numbers and odd numbers; how to distinguish them.
6. Prime numbers—those which cannot be exactly divided by any other number—as 1, 2, 3, 5, 7, distinguish from those which are not prime.

NOTE: The work of this step will require from three to nine months, varying according to capability and industry of the pupil, and energy and teaching ability of the teacher.

TO BE CONTINUED.

No teacher is too poor to subscribe for a good educational journal, and to buy a standard work on teaching, occasionally. The live teacher must read. He becomes more liberal by understanding the methods of others. There is no one way of teaching, and the teacher who is satisfied with what he knows will make no advancement in the profession.

Public Sentiment.

The change worked by early permitting the three mainstays of a college course in the past to disappear from it in the future cannot fail to change radically the flavor, if not the effect, of a liberal education. For a man is educated, though Greek does not know him and Latin be ignorant of him; but no man shares the subtle tradition of learning without acquaintance with these languages, or passes within the circle which ten centuries have hallowed with their association.

A Way To Keep the Children Quiet.

"I wish there were some way to keep those children quiet on a rainy day or when it is too warm for them to be out in the sun playing," said a weary mother the other day to her friend and neighbor. "I always notice what little trouble you have with your children, although you have three more than I have; and I thought perhaps you could tell me how you manage it."

"A very easy matter, my dear," replied her friend. "Children must be amused or they will become cross and naughty; so would you or I. Suppose we were doomed to stay all day, or half a day, in one room, were not allowed to read, write or sew, could only sit on certain chairs and handle certain articles, and there was no one to talk to or nothing but a game of solitaire for us to play. Why, we'd be almost crazy. Any one, man, woman or child, in good health, must have something to do during their waking hours. Yet how few mothers try to give this something to the busy hands and active brains of the little ones. You notice children out in the street or garden. Are they ever still or quiet? No. It is true that they find amusement in the most trivial things. Now I have thought about all this, and I have fixed up one room in the house, the play room, exclusively for my children."

"The room is the large one on the top floor. It is all I had to spare and as I could not afford good carpet I painted the floor and left it bare. A poor carpet would be worn out in six months. In the winter the room is heated by a little circular stove, and over this is put a wire screen so there is no danger of the children burning themselves. The walls are painted a delicate gray, with a pink border, and I have a wainscoting that is one of the chief charms of the room.

"What is it? Well, I collected all the pictures I could out of magazines, illustrated papers, etc., and pasted them on the wall from the floor almost as high as the mantel. Pictures of birds and animals and those of child-life are, of course, the greater number. I put the colored prints down near the surface, so that the smaller children could enjoy them, and they are pasted on so nicely that tearing them is impossible.

"Then," continued the nice little mother, "I have five boxes in the room, all of different sizes; these boxes have covers that fasten down, and are padded on the top, with a flounce round the edge, so that when the box is closed, they have the appearance of little ottomans. Each child keeps his playthings in the box, and it is his particular property. A nursery rug with all kinds of animals cut out of the cloth, with the name embroidered underneath, is among the furnishings of the room.

"My children amuse themselves for hours in that room, with only excursions now and then to the kitchen for something to play 'tea party' with, and I flatter myself that they learn considerable from the pictures, as well as neatness and order with their playthings."

A Brief Sermon on Cranks.

The *Burlington Hawkeye* publishes a great deal of nonsense, but sometimes it its amusing way it states indisputable facts. The following is from a recent issue:

What would we do were it not for the cranks? How slowly the tired old world would move, did not the cranks keep it rushing along! Columbus was a crank on the subject of American discovery and circumnavigation, and at last he met the fate of most cranks, was thrown into prison, and died in poverty and disgrace. Greatly venerated now! Oh, yes, Telemachus, we usually esteem a crank most profoundly after we starve him to death. Harvey was a crank on the subject of the circulation of the blood; Galileo was an astronomical crank; Fulton was a crank on the subject of steam navigation; Morse was a telegraph crank. All the old abolutionists were cranks. The Pilgrim Fathers were cranks; John Bunyan was a crank; any man who doesn't think as you do, my son, is a crank. And by and bye the crank you despise will have his name in every man's mouth, and a half complete monument to his memory crumbling down in a dozen cities, while nobody outside of your native village will know that you ever lived. Deal gently with the crank, my boy.

Of course, some cranks are crankier than others, but do you be very slow to sneer at a man because he knows only one thing and you can't understand him. A crank, Telemachus, is a thing that turns something it makes the wheels go round, it insures progress. True it turns the same wheel all the time, and it can't do anything else, but that's what keeps the ship going ahead. The thing that goes in for variety, versatility, that changes its position a hundred times a day, that is no crank; that is the weather vane, my son. What? You nevertheless thank heaven you are not a crank? Don't do that, my son. May be you couldn't be a crank if you would. Heaven is not very particular when it wants a weather vane; almost any man will do for that. But when it wants a crank, my boy, it looks about very carefully for the best man in the community. Before you thank heaven that you are not a crank, examine yourself carefully, and see what is the great deficiency that debars you from such an election.

Educational Weekly.

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5. Primary Lessons.
6. Pedagogics.
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U Can See, writes on the question of "enforcing the law." We are glad to publish correspondence of this kind. It is the purpose of the WEEKLY to furnish a medium for the fullest discussion of all important school questions. We think, however, our correspondent makes a mistake to suppose the county superintendent who is "scarce of teachers" will be less exacting on that account. On the contrary the scarcity of teachers argues that in this particular county the law has been enforced, otherwise the scarcity would not exist.

WAGES AND THE STEPPING STONE.

With regard to the teacher's profession being made a stepping stone, we would not be misunderstood. We have no intention of saying that it is altogether right, to make it so; but we do say that under existing circumstances, it is a perfectly proper thing to be done. When public opinion and the public purse will permit school-officers to make the stone broad enough to serve as a permanent support for the very best talent—and plenty of it—then it should and will cease to be used as a mere help to something beyond.

There are, of course, large numbers of very worthy men and women who have adopted the teacher's calling as a business for life; many of them, having gotten into the harness, are unable to escape, and quietly resolve to make the best of their scanty wages; others succeed in getting the most lucrative places—which are few enough—and are satisfied so long as they hold them. But of all those who begin teaching, we doubt if one in a hundred contemplates making it a life work. The cause of it all lies in the insufficiency of the teacher's pay.

Nobody disputes the nobility of the teacher's calling. There never was a man too noble, or too good, to engage in the work of giving instruction. The profession may be above the man, but the man is never superior to the profession. Almost all our great statesmen have used the "stepping stone," and the fact that they have done so, reflects honor upon them. To have been a schoolmaster is no disgrace to the very best of men.

But the remarkable thing, in view of all this, is the general reluctance to apply to the profession of teaching " the standard by which the value of everything else is measured—the money standard." The salary of the average teacher is not equal to that of the average clerk; but few of the very best teachers receive as much as is paid to good book keepers in commercial houses, and no comparison can be drawn between the emoluments of the teacher and those of the successful lawyer or physician. The stone of the teaching profession is narrow and insecure—there is solid ground, and a firmer foothold beyond.

What is the popular opinion regarding this matter? Says one: "A teacher can live on the salary he receives; what more does he need?" Say others. "If you are dissatisfied with what you get, you may step aside; there are plenty of teachers who will be glad enough of your place and your wages." Say others: "Your work is of such an exalted character, that if you are really fit for your calling, you will care nothing for the pay; you teach for the good that you can do, and not for filthy lucre." Say still others: "The State is economical in its expenditures. You ought to profit by its example and learn the sweet satisfaction which comes of habits of saving." And then the grand chorus sings: "If teachers are really underpaid, how does it happen that the educational market is always full to overflowing?"

And this is why the teaching occupation is a stepping stone; this is why the average duration of a country teacher's professional career is only four years instead of a life-time. The evil effects of the low wages system are apparent not in any diminution of the zeal or activity of those already in the profession, but in the fact that the ablest intellects and strongest workers are driven to select some other vocation,—a vocation which produces returns more nearly proportioned to the actual value of the services rendered.

J. B.

CUI BONO?

We have had another season of Institutes. Where shall that teacher seek pardon, who rises to inquire, *Cui bono?* There was a time when these annual assemblies accomplished an incalculable amount of good. They still have their value. At some institutes, good work is done, and both the pupil-teachers and the instructors go home happy and benefited,—their faculties have been strengthened and their energies quickened by a mutual interchange of ideas. But it is a question with us, whether the same amount of labor and expense might not be directed so as generally to produce more profitable returns; and we speak of this more boldly because we believe that our opinions are shared by a large number of teachers. Too many teachers attend Institutes under a feeling of compulsion, having the not always mistaken thought that the grade of their next license will be affected by their attendance; others go, not because they are really interested and want to go, but because they regard it as a kind of professional duty which they dare not shirk. Some attend in order that the presence of their names on the roll-book may add to their chances of securing a wished-for situation; others go with the hope of adding some tid-bits of knowledge to their scanty stock of learning which will be of benefit to them when examination day arrives. It would be interesting to know how many of the ten thousand teachers who have enrolled their names at Institutes this summer will actually teach better schools next winter by having done so.

Not for the world would we disparage teachers' conventions, institutes, meetings, gatherings of any kind. The more we can have of them the better. But they should be free from every species of compulsion. Let the county superintendent at his discretion use the funds appropriated for the Institute either in holding of such a meeting or for other legitimate educational purposes. Let the teachers feel that Institutes when held are voluntary meetings of their own, which they attend by reason of the love which they bear their profession. Let them mark out their own course of work and discussion at these meetings, each one feeling that he is an independent factor in the great body of educational doers, and that the success of the undertaking depends directly upon himself. It is doubtful whether teachers or the schools are benefited by overmuch technical discussion. And, too often Institutes are but made the channels through which some visionary method-maker pours out his impracticable schemes, or some inexperienced wiseacre displays his conceited ignorance. What we want is a less number of cogs in the educational machine; more individuality, even at the expense of uniformity; less theory and more practice; more freedom of judgment and fewer average percents; less compulsion and constraint, and more of the *esprit de corps.* "Agassiz was a whole Institute in himself, and yet he rarely discussed technical details. One plunge with him into fresh knowledge used to send his hearers, if they were teachers, home with lively spirits, and he was worth to them a dozen national conventions."

J. B.

THE EDUCATION WE NEED.

The demand is for an education adapted to the age in which we live. It is not believed that any kind of superficial education will answer the purpose. Sham, whitewash, make-believe are somewhat characteristic of the times and in some instances have been carried into the arena of the schools; but this is plainly not what is wanted. Substantial culture is what the age demands. This is what our schools must furnish. Mathew Arnold says that "culture is knowing the best that has been thought and said in the world." We use this definition at this time because it emphasizes the *idea* of progress. It means that what is *known* should be utilized, that progress in education as in civilization itself has a starting point, a place to begin. The schools of to-day are unlike the schools of the past, for the reason that progress is an engine of great power. The demand is for progressive teachers. The mind that forms and feeds other minds must be itself a living, growing power. Any teacher, who realizes the three "orders of growth," physical, mental, moral, in the being before him to be perfected, must feel that mere knowledge of the subjects taught does not make him sufficient for the work—must feel that he can ill afford to go on in his old way if there is a better—that he has no right to experiment on his charge where results that are *certain* have already been determined. The teacher that feels thus, (and every conscientious teacher has this feeling) will not fail to consider whether he stands upon the ground work of the *known* principles of his profession, whether his methods are in accordance with these principles, and what more extended outlook he can gain of the possibilities of his influence. And then we think we shall see him reading books on the History of Education, on the Science of Education, on the Methods of Education, and on his table we shall find the papers and periodicals of his profession. We shall find him reading up the literature of the profession from Roger Ascham down to Col. Parker, —and when he begins to realize on the legacy of Comenius, whose "Didactica Magna" shows "the art of reading and solidly teaching all men all things;" on Locke, who "favored home tuition and wished to make school work pleasant," anticipating the New Education; on Rosseau and Pestalozzi, Donaldson and Quick, Horace Mann and David Paige and hosts of other able writers who have furnished us the means of acquiring a knowledge of the science of education (Pedagogics), we shall see him growing in his profession. We shall see a progressive teacher battling with ignorance. We shall see him shaping up the elements of perfect manhood in accord and with the mode of the mind's activity, aiming to perfect the being in all the natural orders of growth. Such a teacher will give us the kind of education we need, the education adapted to any age, the education that is most practical. Such a teacher is likely to send forth from his work shop a class of boys and girls who may have learned how to educate themselves, and who will make good citizens. In the mental order of growth he has developed a desire to know and a disposition to do; in the moral order he has taught them the difference between right and wrong, so that they can tell the truth as certainly as they can solve a simple problem in arithmetic; they have acquired a habit of right action, a fixed tendency toward right doing, while the law of physical growth has not been neglected. This is the kind of education adapted to the age in which we live. It is essentially progressive. It is practical because fundamental. It is not superficial. It is a development. It is a growth.

Correspondence.

Institutes.

ROCKPORT—Spencer County is in the pocket—so far away we seldom have the means at hand to enable us to reach the Institute. This year we determined to go and we were well paid for the long trip. Prof. Sanders, the hardest worker in Indiana, has charge of the instructions.

SPENCER.—The Owen County Intitute was well attended. All the instruction was by home talent and was excellent. Dr. Moss, Dr. Martin and George P. Brown delivered evening addresses. Samuel Lilly, of Gosport, Superintendent Harwood, and Messrs. Aley and Hicks, of Spencer, gave most of the lessons.

CHARLESTOWN.—Clark County stands in the first rank for well educated teachers who are thoroughly imbued with the progressive spirit. The attendance at the Institute was very large and enthusiastic. R. G. Brown, of Frankfort, did most of the work. George Nahstall, of Jeffersonville, keeps up the musical spirit in this county.

WAYNE COUNTY.—It does one good to see old Wayne turn out to a Teachers' Institute. We had the pleasure of addressing 185 teachers, the second day of the Institute, who for their general knowledge of pedagogy will compare favorably with an equal number any where else to be found. Wayne County early started out as a leader in education and seems determined to hold her front rank among the counties of the State. The true professional spirit is apparent here.

DELAWARE COUNTY.—At Muncie the Institute began at precisely 9 o'clock A. M. and 126 teachers were enrolled the first session. The discipline of this Institute is the best we have seen. No one leaves or comes into the room during a recitation. The superintendent insists on promptness and punctuality in attendance upon Institute. The Institute is dismissed in regular order with music on the piano to help keep step. Delaware County schools made a very creditable exhibit at the State Fair. $50 was paid for premiums. It is believed that more people examined the school exhibit than anything else in Floral Hall, and that no other part of the State Fair seemed to excite more interest among the people.

RENSSELAER.—The Jasper County Teachers' Institute began on Monday, August 18, at Rensselaer. 103 of the 101 teachers of the county were present the first day! Average for the week about 130. Prof. E. E. Smith, of Purdue University, was the principal instructor. Lessons were given by W. A Bell, George P. Brown, H. B. Brown, Cyrus Smith, State Supt. Holcombe, P. H. Kirsch and Charles Fagan. There were also evening lectures by a Japanese gentleman from Greencastle, and by Pres. George P. Brown, of the State Normal School, by Prof. E. E Smith and by Supt. Holcombe. This was decidedly the largest Institute ever held in the county, and every body went away in the best of spirits. Great credit is due County Supt. D. M. Nelson for his faithful work for the teachers of the county, for the good instruction provided, and for his kindness at all times. We feel proud of our county and its work. X.

Comment and Criticism.

In reading after Supt. Houck we notice many things which we can heartily endorse, especially his theoretical views in the first part of his paper; in the latter and practical part we find some ideas upon which we would fain be heard.

Take as a basis his own quotation from Clarendon, "He who loves not books before he is thirty years of age, will hardly love them enough afterward to understand them." His criticism of this is good, but if we understand him aright he advocates making an initial effort with just this class of people.

We believe he would find some factors in this effort for the elimination of which he gives us neither rule nor principle.

Go among the residents of any district and you will find most of them supplied with newspapers of the good, bad and indifferent, possibly with some of the very ones of which he has sample copies.

You will find by conversation that generally the paper and its readers resemble a pond and boatmen; some gather beautiful lilies, some reeds, still others scum and nastiness; rare ones dive for the coral beneath, but the majority skim the surface and oftimes never cut the leaves.

You will find the library piled up on the center table in the *sacred* parlor in gorgeous bindings, a beautiful testimonial to the energy of some book-agent rather than the literary love of the owner. Every thing denotes that love for reading was such a delicate, tender emotion that it died in youth.

To initiate any movement one must be a leader, recognized as such in some sense or form. Now it is a fact that a majority of our teachers in the districts are young women, nearly all of both sexes are young people just starting out in life, lacking the force, weight, and experience of years, that gives leadership; and in nine cases out of ten, lacking this very love of literature which they would be striving to inaugurate. Moreover, few district teachers have reached such a height that they can look down upon, see all over, map out and guide such a course of work as suggested.

No, we still have faith in district school libraries as expressed in our resolutions, and while we have watched the drift of discussion which they enkindled, and have noticed a scattering tendency toward adult libraries which have failed, (township libraries) and reading circles with periodicals, still we would love to see all the rays of light thrown back upon the school room, focused so intensely as to pierce the gloom, so that we could behold a *juvenile* library in every district; the teacher alive to the work, reading chapters of the most interesting books to the pupils before dismissal, distributing them then for further perusal, appointing an hour for conversation upon them, requiring sketches of the stories written into scrap-books, so familiar with them that no question in history, geography, etc., could come before the class but what he could step to the library and find new light upon it; finally the teacher, urged onward in the work by the influence of the State Board, County Superintendent, County and Township Institute, reports and public sentiment in general.

Let us then remember Clarendon's thought, and not commence a love for literature with a youth of thirty but with a child of six.

J. P. DOYLE.

Facts, Figures and Personals.

Paris has 437 schools of drawing, with 182 professors and 27,000 pupils; their cost is nearly 4,000,000 francs.

George. W. White, formerly of New Hudson, is one of the new instructors in the Plainfield Central Academy.

W. F. Sharp, a recent graduate of Wabash College, has been elected Superintendent at Oxford. He has begun operations by a thorough revision of the course of study.

Mrs. Laura Gibson, of El Paso, Ill., has been elected professor of instrumental music at Butler university. Mrs. Gibson is a college graduate, and one of large experience as a teacher.

Prof. Alpheus McTaggart, formerly of Earlham college, who was to have taught in the high school, tendered his resignation to accept an offer to teach Latin in the State Normal school at Terre Haute, at much better pay, and the school-board released him. Superintendent Study was instructed to select his successor, subject to the approval of the board.

A. H. Kennedy, Superintendent of schools at Rockport, Ind., has been spending the summer as a pupil in the Polytechnic school at Hoboken N. J. Mr. Kennedy is thoughtfully imbued with the idea of Industrial Education and is himself practically skilled in the industrial arts. As a draftsman and civil engineer, Mr. Kennedy is entitled to high professional work.

Mrs. McRea remarked during the Shelby County Institute that in her opinion many of us would live to see the word *whom* entirely dropped from our language. Already, said she, many of our best newspaper and magazine writers, including a distinguished contributor to the *Century* have dropped it. It is not best to urge too many reforms, but since this one has been suggested the question arises "Why not?" The great beauty of the English language is its lack of inflection. The pronoun is already the most inflected of all the parts of speech. If one unnecessary and very troublesome form can be dropped, it will not only serve to harmonize the pronoun with the other parts of speech but will relieve many of our speakers and writers from the charge of using bad grammar. To many the change would be quite convenient. Perhaps if we can dispose of *whom* there will be more room for Dr. Baldwin's *thon*.

Franklin College Notes.

Prof. C. H. Hall is home from the North Woods. The Board of Directors had in serious consideration this week the matter of a new building. The prospect for a full attendance this year is very encouraging. One of the clear evidences of the growing work of the college is the fact of several families coming to Franklin for the sole purpose of education. It is the custom to have an address at the opening of the year. This year it falls to President Stott to give the address. The endowment is gradually but constantly growing.

Indiana County Institutes.

The following is the list of Institutes thus far reported:

SEPTEMBER 1.

Clinton, Frankfort.
Crawford, Milltown.
Kosciusko, Warsaw.
Marion, Indianapolis.
Pulaski, Winamac.
Tippecanoe, Lafayette.
Warrick, Boonville.
Green, Bloomfield.

SEPTEMBER 8.

Benton, Oxford.
Fountain, Covington.
Martin, Shoals.

SEPTEMBER 22.

Starke, Knox.

SEPTEMBER 29.

Wells, Bluffton.

NOVEMBER 24.

Porter, Valparaiso.

DECEMBER 15.

Lake, Crown Point.

DECEMBER 29.

Monroe, Bloomington.
Whitley, Columbia City.

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Every detail of arrangement regarding the comfort of those who might be present will be fully carried out; and the additional attraction of a band of Jubilee Singers will lend an interesting charm to the occasion. The meeting will be held on the grounds of the Gosport Public Park Association which are well adopted to gatherings of this character.

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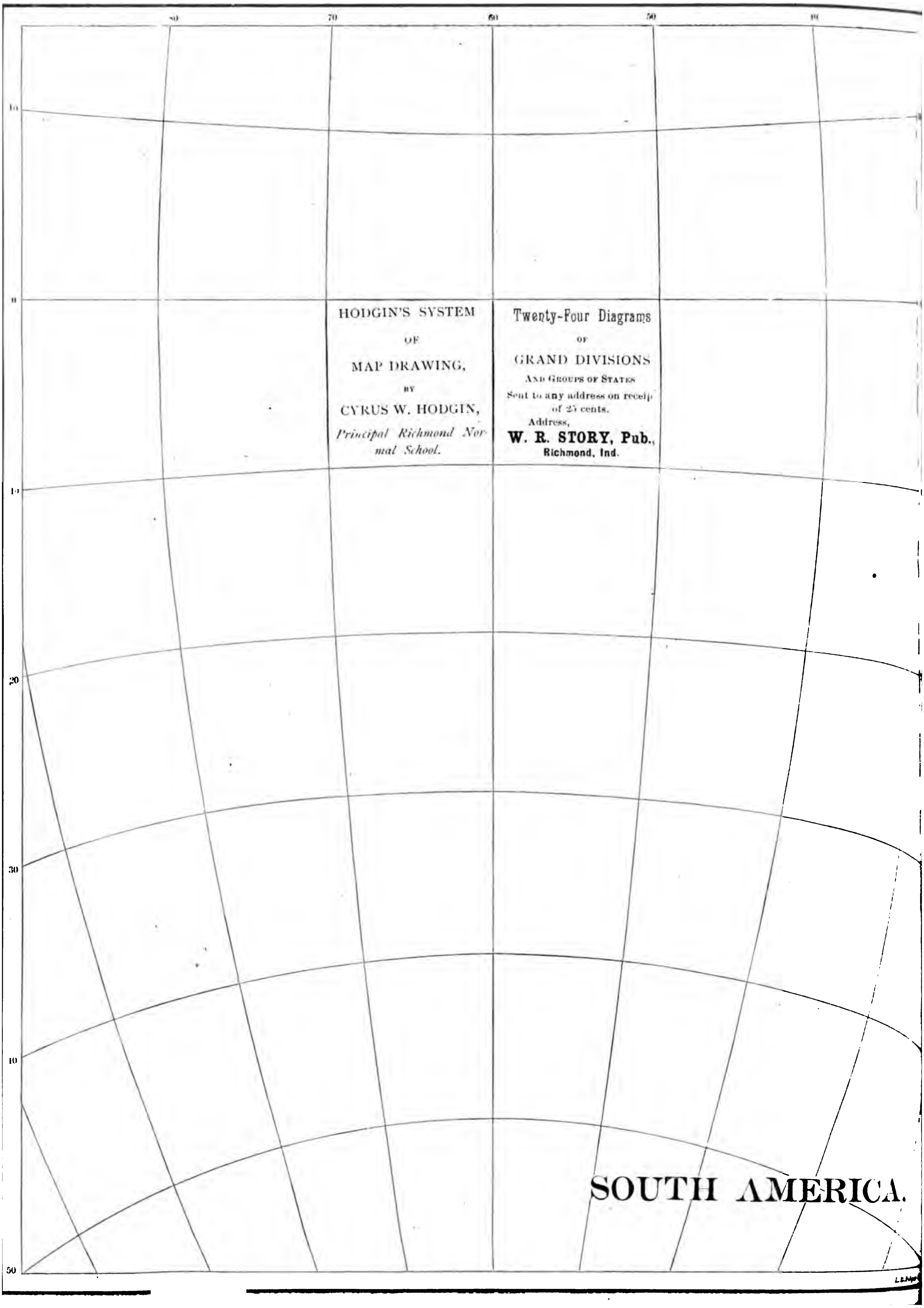

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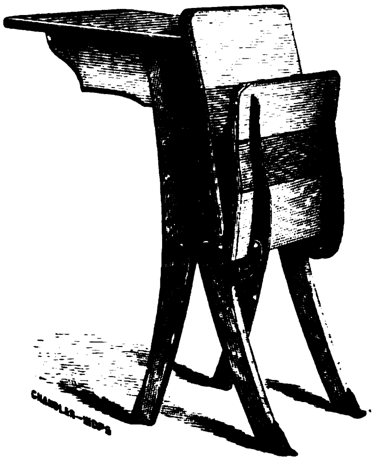

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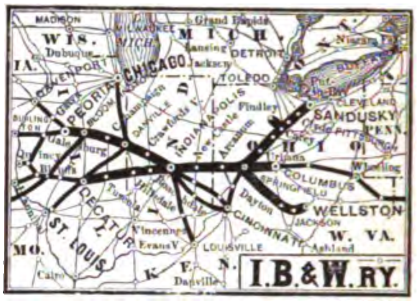

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In Effect June 8th, 1884.

GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1 54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.20 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	. ...
Cincinnati	Ar	7.10 p.m.	....

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Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia .... "	2.00 "	5.08 "	4.55 "
Greenville .... "	2 47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

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Corrected to Feb. 17th, 1884.

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Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ..	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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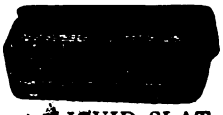

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, SEPTEMBER 6, 1884. No. 8

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Cincinnati Course of Study.

JUST ADOPTED.

From Report of Committee on Course of Study.

"In order to carry out the rules of the Board, lately established, and requiring the publication of an authorized list of text-books for *exclusive use* in the public schools of this city, we respectfully recommend the adoption of the following as such authorized text-books, viz:

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Respectfully Submitted,

JOSEPH MOSES, THOS. LANGHLIN,
A. S. BABBIT, GEORGE EMIG.
Committee on Course of Study.

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4. **SPECIAL ANNOUNCEMENT:** The following explains itself: "To whom it may concern: I have this day sold and conveyed to the American Normal College, all my interest in the property, patronage and good will of *Hall's Commercial College* which I have had the honor to conduct in Logansport during the past thirteen years. The institution will be seen, in the future, as a department of the Normal College. Grateful for the liberal patronage that has been given to me in the past, I would respectfully commend the Normal College to my former and prospective patrons as deserving their hearty support."

E. A. HALL.

LOGANSPORT, JUNE 30, 1884.

5. **EXPENSES:** Tuition, rent of furnished room and club board $30 per term of ten weeks. Liberal deduction for several terms in advance or to several members of same family for one term. Considering the excellent facilities at our command, and the efficiency of instruction afforded, this is the cheapest institution in the State. Correspondence from those deserving to pursue a partial or complete course in any department is respectfully solicited.

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Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, SEPTEMBER 6, 1884. No. 8

Current Events.

Reduction of public debt for August $8,542,852.26.

Twenty thousand workingmen paraded in New York on Monday.

The total wheat product, winter and spring varieties, is estimated at 230,000,000 bushels.

A hurricane in southwestern Indiana last week did considerable damage at Evansville, causing a loss of about $400,000.

A United States grand jury has found seven indictments for polygamy in Arizona, the first ever found in that territory. Mormons and gentiles are greatly excited.

At the fifty-fourth meeting of the British Association for the advancement of science, held at Montreal last week, Lieutenant Greely was made an honorary member.

For the year ending July 31, 1884, the excess of exports over imports was $76,380,116. The excess of exports of gold and silver for same time over imports was $29,392,688.

A riot of miners in the Hocking Valley, Ohio, has broken out. Gov. Hoadly visited the scene of disturbance and endeavored to secure quiet. Failing in this, several companies of militia were ordered out. No further trouble was encountered, and on Tuesday the troops returned.

Foreign.

English crops are large, but prices are so low that farmers are discouraged.

The Belgian Chambers passed the new education bill that has caused so much excitement.

Mobbing of Jews is reported in Russia, a number being wounded, and houses and shops looted.

Notwithstanding Mr. Gladstone's desire to avoid publicity, his journey to Edinburg was a continuous ovation.

A convention of revolutionary Socialists is called to meet in London in October. The delegates will consist chiefly of Germans, Russians, and Swiss.

The cholera is not increasing generally in virulence in the infected department of France. Where the disease spreads it is found to be of a mild type.

A Liberal demonstration took place at Brussels yesterday, as announced. The procession contained 90,000 persons. The proceedings were quiet throughout.

Minister Ferry has no intention at present of summoning the French Parliament. He says that owing to China's treachery it has been impossible to treat her like a civilized nation.

The British man-of-war Canada has been ordered to be ready to sail for China on September 9. The Dreadnaught has been commissioned for the Mediterranean, and several other iron-clads can proceed, on short notice, to Egypt or China.

A strange tension and nervousness continue to characterize the relations of England and other powers of Europe. The air is thick with rumors, alarms and speculations, and every interview between prominent diplomatists produces a wild harvest of imaginary combinations.

The Paris Republique Francaise says: "The mission of Lord Northbrook and General Wolseley to Egypt is a challenge to Europe and a public assumption that England has exclusive power in Egypt. Has England considered her strength before taking so grave a step? It is to be noted that Egypt formed the substance of the recent conference at Varzin between Bismarck and Baron Decourcel, French embassador to Germany."

The Franco-Chinese War.

Warlike operations in China have suspended for the present. After Foo Chow had been stormed, the forts on the Ulin river were silenced. It was rumored that admiral Courbet would proceed with the fleet against Cantou. French officials and merchants were expelled from the latter city. The French claim that they are prepared to continue an active fight by sea but will not engage in a land campaign. Japan, England, and Germany all manifest nervousness over the war. The long-lived hatred of France and England naturally throws England on the side of the Chinese, while Germany is inclined to favor France. Italy seems indifferent.

State Board Questions for August.

Theory of Teaching.

1. Name the different senses by which we gain a knowledge of the external world.
2 What senses unite to give us knowledge of the form of things?
3. Distinguish between information and training.
4. Name the essential qualities of a good disciplinarian.
5. What are the characteristics of a good question?

Reading.

1. What are some of the advantages of concert reading? What are some of its disadvantages?
2. What is the difference between force and pitch?
3. How would you prevent a sing-song tone in reading?
4. How can English literature be taught in connection with the reading lesson?
5. Write three sentences that require the monotone in reading.
6. Read a selection given by the Superintendent. 50.

Grammar.

1. Define an apositive modifier, and state what parts of speech may have such a modifier.
2. How are the adjective and the adverb alike? How different?
3. How does an abridged compound sentence differ from a complete compound sentence?
4. How many classes of subordinate clauses are there? Give examples of two.
5. Write sentences in which the infinitive has the following uses: (a) subject: (b) predicate; (c) adverbial modifier.
6. Give all the participles of each of the following; (a) see; (b) study; (c) write.
7. Write the plural of each of the following; Valley, turf, solo, son-in-law, Mr. Smith.
8. How are the person, number, gender and case of the simple relative pronoun determined?
9. Correct and give reasons.
   (a) It rains most every day
   (b) I have done like he told me.
   (c) He does his work easier than his sister.
10. Define a defective verb, an impersonal verb, a redundant verb.

Arithmetic.

1. Give a summary of the relations of the dividend, divisor, and quotient.
2. Show how the same principles apply in fractions as in division.
3. Name four numbers considered in percentage.
4. When the base and the per cent. are given, how find the rate per cent? Illustrate by an example.
5. A farmer wishes to put 231 bushels of corn, 393 bushels of wheat, and 609 bushels of oats, into the largest bags of equal size, that will exactly hold each kind. How many bushels must each bag contain?
6. What is the bank discount of $125, payable in ninety days, at 8%?
7. Subtract 2-5 miles from 3 furlongs, 24 86 rods.
8. Find the interest of $126.75 for 2 years, 24 days at 8%.
9. A note of $345.60, dated Feb. 5th, 1863, was paid Aug. 20, 1865, and the amount was $406.088; what was the rate per cent.?
10. How much copper and tin 100 parts of the former to 11 parts of the latter, will make a cannon weighing 18 cwt. 3 qt. 12 lbs.?
11. How long is the side of the greatest square which can be inscribed in a circle 3 feet in diameter.
12. A lifts a weight of 1,440 lbs., by a wheel and axle; for every three feet of rope that passes through his hands the weight rises 4½ inches; what power does he exert? (Proportion)
13. A farm of 214 acres, 3 rods, 12 perches is to be divided equally among nine persons. How much will each receive?

The applicant may select ten questions.

Geography.

1. What points on the earth's surface are marked by the Tropics and Polar circle?
2. What are the differences in men which form the basis of their classification into races? How many and what races of men are there?
3. Describe the three northern continents as to position, size and outline. Describe the southern continents in the same manner.
4. Describe the river systems of North America. What is their relative importance?
5. Name the provinces which form the Dominion of Canada.
6. Describe the different climatic regions through which you would pass in traveling across Mexico from Vera Cruz to Acapulco.
7. Name the countries of South America that border on the Pacific ocean
8. What are the "five great powers" of Europe?
9. Describe the course of each of the four great rivers that rise in the Alps, naming the countries through which each flows.
16. Locate Berne, Vienna, Dresden, Turin, Bergen.

U. S. History.

1. By what great water routes did the French reach and colonize what afterwards constituted the Louisiana purchase?
2. What important Indian nation did the early settlers find in the neighborhood of the great lakes.
3. Name the first five permanent settlements in America of the seventeenth century, and the nations by whom made. 10 pts.
4. Give a short history of the settlement of Maryland up to 1715.
5. What were the results upon Congress, and upon Washington, of the victory at Trenton? 5, 5.
6. Who was the important General in charge of the Southern army during the Revolution? Tell the story of Gen. Marion as a "host." 5, 5.
7. What was the Hartford Convention? What was really settled by the Treaty of Ghent? 5, 5.
8. What was the view of slavery held by the North generally at the beginning of the Civil War? What act after the war showed the utter change of view produced by the war?
9. Tell the story of Sherman's march to the sea.
10 What great event of 1876 showed the world the wonderful recuperative energies of this country, North and South?

Physiology.

1. Define health, and state its conditions.
2. Explain the action of the muscles.
3. Explain the structure of bone. What change takes place with age? 2 pts., 5 ea.
4. Describe the different kinds of joints, and give examples.
5. (a) Give a classification of foods. (b) Why is food necessary? a-4, b-6.
6. How is starch digested?
7. What is the objection to frying meat?
8. What is putrefaction?
9. What is peristalic action?
10. How can you keep your school room properly ventilated at all time?

Orthography.

. Write the abbreviations of the following words: Manuscripts, attorney, aged, against, madame. 5 points, 4 each.
2. Correct the errors in the following:
   a. Do you love apples?
   b. Can I see you a moment?
   c. He is stopping at the Grand Hotel.
   d. We had an elegant time.
   e. What a lovely hat.
3. Show the difference of meaning in the following pairs of words: Noted, notorious; dissembler, hypocrite; abstinence, temperance; character, reputation; murder, assassinate, 5 points, 4 each
4. Mark the accent in the following words, and indicate the proper pronunciation by the use of diacritical marks: Bouquet, dolorous, assets, vases, and placard. 20
5. Correct the errors in the use of words in the following sentences:
   a. A wise ruler exceeds to the demands of the populous.
   b. The meddle bore an ingenuous device.
   c. The cause invariably preceeds the affect.
   d. Solomon excepted rich presents from the Queen of Sheba.
   e. He was confidante that the principle was elected. 20.

Penmanship.

1. Describe the two most important movements in writing.
2. Why should the teacher take charge of all writing material? What is your method of distributing the copy books?
3. Name the steps, or give the order of closing a writing exercise.
4. What are the advantages of counting in conducting an exercise in writing?
5. In teaching a letter, why analyze it? What should the pupil gain by the analysis of the parts of a letter?

Pedagogics.

Practical Education, What?

Education is no longer regarded a pouring in process, but rather a drawing out process, a system of training by which the faculties of the child-mind may gradually be unfolded, exercised, and strengthened to the fullness of their capacity. Viewing education in this light there is no difference between the child-mind and the adult mind, except in degree of development and discipline.

Education then being a proces of development, it follows that all discipline has a certain value in the furtherance of mind growth, but in point of utility apart from mere discipline, not all methods of discipline are valuable.

We educate not alone for discipline, neither of knowledge alone, but to enable the educated being to gain a mastery over the world of matter. A system of education then which tends to isolate the mind from its environment can not be rational, since it ignores the relations which exist between the world of matter and the world of mind.

The progress of the individual from childhood to manhood may be regarded an epitome of race progress from primitive man to the fullness of civilization; hence through the study of race progress, we ought to be able to reach a foundation for a rational system of education.

The progress of the race has been slow to be sure, but nevertheless the factors which wrought the mighty changes in man's condition are ever the same and are as indestructible as a law of nature itself. It must not be inferred that the instruments of education so varied in their character, which contributed to race civilization, must be brought in detail before the child in its rapid progress in order for it to reach its highest ends, but as regards mind its process of growth is analogous to that of race growth and passes through certain stages, common with race.

The world of matter was primitive man's first instructor. Surrounded by many and varied physical conditions, the mind gradually exerted itself to manipulate them to the happiness of the individual. If now the mind of man had been in full harmony with its environment, and his physical nature coalescing with the world about him, antagonism could not have been possible, and in the absence of such antagonism there could have been no mental discipline and hence no knowledge. It is thus evident that the first step from primitive conditions toward civilization was the result of mind endeavoring to overcome the force of its surroundings by directing the physical being to reduce the world of matter to promote the individual's wellfare. Each effort put the mind, on a higher plane where new forces presented themselves, which called for new exertions and so onward till time brought the race to realize some co-operative system which brought into activity the relations of mind and which manifested itself in the prevailing ethical relations. The combinations thus produced, and the action and reaction that followed, gradually brought race on that stage of progress where theworld of art or beauty opened to it the full bloom of civilization. There were no schools for mental discipline, but nevertheless the power and knowledge which man gained through the conditions of nature about him, and his ability to adapt himself to the things before him was an effective school of the most practical character.

It thus seems that race in the progress of its development passed through three stages, physical, ethical and aesthetical, as recognized in the world of matter, the world of mind and the world of art or beauty. These stages are the same through which every child in the process of its education must pass, provided it is ever to become a progressive practical man. I say progressive practical man, to distinguish him from the churl who denominates himself a practical man, and who is unwilling to recognize progress in his art. It would seem then, that in the education of the child a rational method of instruction would initiate him into the great world of matter, by gradually leading him forward and tending him to observe what is about him. His language ought to transcend the things which come under his knowledge. In teaching him a vocabulary the words should be names of things with which he has been made familiar. He should have the idea and then the word, otherwise the word would not suggest to him the idea. A man without ideas is not an educated man, no matter how well stored his memory may be with things or words suggesting ideas. A word has no meaning for us until the idea it suggests can be formed or reconstructed in the mind. Words, then, memorized merely for mental discipline is a system of teaching, void of ideas and since no knowledge is worth anything which is barren of ideas, it follows that all mental discipline which fails to give to the mind new and living ideas is irrational, and hence not practical education.

Every honest investigator is in search of truth; but what is truth? How is it to be found; and how are we to know it when found? Manifestly by a systematic analysis and comparison of facts as they unfold in the process of investigation, with anterior ideas; or in other words the subjective facts must harmonize with the objective condition of things. Truth then is the harmony of subjective ideas with the ideas of objective conditions. To analyze and compare facts presupposes not only mental power but tentative applications, and where these elements are wanting, investigations for truth and its relations to knowledge are impossible; hence, a system of education based upon mental discipline as the ultimatum of school training will leave the mind of the pupil a *tabula rasa* in so far as truth and practical knowledge are concerned.

When the child begins to compare ideas, it begins to think and investigate relations and when it judges of those relations it steps into the field of generalization hence in pursuing its train of thought, it should be led to realize that truth is its objective point and to reach that point it must marshal its own ideas, comparing their relations, and judging of their differences and agreements, till his train of reason leads him to the goal of his search. In this way the individual is gradually initiated in the great field of investigation where his ideas became living realities quickening their spirit with the enthusiasm of new developments. It is through such spirit of investigation that independent thought is developed and liberty placed on a solid basis.

In the school room the selfish spirit of pupils at first predominates, but in time, proper training leads each to realize that mutual rights exist and the necessity to conform his actions to some regulative system for the common good of all. In this way ideas of co-operative influences come into play and soon follow those ideas involving the rights of persons, and property, and those of justice and sympathy. The individual of to-day, has the advantage of primitive man, in that he is not only surrounded by the world of matter but a highly expanded ethical system, which may be regarded as the accumulation of all past experiences of race, the one external to the mind, the other the product of mind growth. No system of education can be rational in its methods that ignores these conditions; hence, that system of training which leaves the pupil to grope his way through a code of ethics in darkness after leaving his instructor can not and will not subserve the manifold interest of a republican government.

To think correctly upon matters brought to the mind is the true test of good training. To be able to state axioms and propositions without comprehending their application in practice is of little utility. It is one thing to know a proposition in geometry, but quite a different thing to realize when and how to apply it in practice. It is not the quantity of knowledge that develops mental power but the quality and the understanding which directs the use of such knowledge.

Historical studies are valuable in knowledge when that knowledge enables one to think better and generalize more accurately of social problems. But to read history simply for the amusement it affords, or to while away a little time in learning of people in the past with no thought of analyzing their motives and process of thought, or reconstructing a mental picture of their environment, leaves the mind in no better condition than it was before such reading. A practical study of history involves the reconstructing or intellectual representation, as far as possible, of the influences which tended to mold the events, and compare such influences with analagous or parallel influences of the present, with the view of reducing the researches to organized and practical knowledge. In the study of Natural Sciences, the text book when used should be regarded the bridge over which the mind is led into the broad and fertile fields of nature's laboratory.

When the book is studied as the thing in itself, as a species of school room, scholasticism, the practical side is never brought into play. The personal equation so to speak, of mind equality and matter is destroyed. I do not mean by this that mind equals matter, but in its activities it may be considered a member of an equation, and the means of investigation, the connecting link which leads it to the discovery of the elements involved in the second member of the equation. The principle assumes that in all practical knowledge, there are two fact tors, the mind, and the thing, or the knowing elemen- and the thing to be known and that the knowing factor through a series of investigations approaches the thing to be known, and reduces the results of the investigation to organized knowledge. A process of this nature is mental discipline with a utility and not discipline for the mere sake of discipline. There is nothing narrow in a system of education of this character; for, it is as broad and unbounded as nature itself.

Society is the product of a very complex organism, dependent upon the relations of individuals, and the co-operative influences, permeating the prevailing system of civilization. In this social organism, mind acts upon mind, ideas and thoughts are interchangeable and language becomes the great medium by means of which the exchange of mental products is made convenient and possible. The study of language then, in a practical system of education is a means to a special end. It is a verbal text book, so to speak, conveying the ideas and the thoughts of one to another, and hence the language used must be common to all and equally understood by those who are to profit by the orbicle of words. It must deal with living realities, suggesting ideas that may create, or arouse to activity the experiences of the recipient.

Our ability to impart thought depending as it does upon our ability to receive thought, there exists the necessity for a scientific training in the language of our mother tongue. Practical language training makes the thought the central idea and teaches the pupil how to dress his thoughts in appropriate clothing. It precludes the method of learning a language by rote with the expectation that some day the pupil may have thoughts to fit the language memorized. If a dead language is to be learned, let it be done from a professional stand point, and not as an essential element of a liberal education, and leave it with the college and the university where it properly belongs.

Man as a component in the great bee-hive of industry must utilize the little time he has for preparation to the best advantage possible. The old scholasticisms of the past can have no place in our buzzing world of industry. Competition and labor demand the vitality of an active mind and vigorous manhood to push forward that great wheel of progress. Machinery is rapidly changing the economies of our nation, and with each change there must follow a corresponding change in the adaptation of individuals, that is, there must be a new adjustment of mind and matter to the new condition of things. In view of these great changes, it requires more effort and ability to succeed in life today than it required a quarter of a century ago. The "survival of the fittest" is the law in the struggle of man in this busy world. Labor being the outgrowth of mind development and thought, its forms will vary with the mode and forms of thought, and hence success in the field of labor must depend upon the mental grasp of the individual and his ability to direct his energies to the consummation of a desired end.

What the school should furnish the individual is a liberal education that will in its very process and influence elevate and dignify labor rather than inculcate a spirit that education is to help one through the world without work. The higher the education the greater the influence in labor, provided it is properly directed.

Technical education has its place, but before the individual is prepared to enter special industrial labor, he should pass through a general system of training which would not only give him mental power but a thorough knowledge of things to which he stands related.

A system of instruction which is framed with a view to the occupation the pupils are to follow in manhood would not only be impracticable but irrational. Irrational because it anticipates the peculiar bent of the pupil's mind, which in manhood determines his profession. Irrational because it would have the tendency to stultify active mental growth. Irrational because it would set a barrier against true progress. Irrational because it makes the pupil a slave to his master, thus destroying in him the spirit of self-reliance and independence which furnishes the life-blood of our free Republic.

Intellectual representation of nature as applied to the world of matter constitutes the physical sciences, but the study of those sciences to the neglect of their relation to the industrial world is not sufficient; for, education having for its primary object the manipulation of matter to subserve individual utilities, the intellectual representation of a physical phenomenon should be supplemented by another representation of its practical utility in the social economies. In the pursuit of all studies having a practical utility this course should be followed, since it would cultivate on the part of the pupil the habit of investigation and application of the results to some practical end.

To confine the pupil's education wholly to the physical world would produce the best results, since to a certain extent, it would leave neglected the moral side of his nature, which prepares him for a useful and an intelligent citizenship. The ethical world, then, must receive its share of attention in a liberal system of education, and that the usefulness of the individual may still be more enhanced and his ideal of the beautiful expanded, his imagination must be given greater exercise in the world of art or beauty. With such a course of training, the individual would step from the school into the busy world with thoughts and feelings in harmony with the world about him. He would be a living component in the realities of an active life, and not an isolated Macawber waiting for something to turn up.

A practical education, then, must give the mind power and the ability to convert that power into work. It must develop self-control, inspire investigations, cultivate correct habits of thought, and stimulate self-reliance; hence, a practical education, in the broadest sense of the term, may be regarded the preparation of the individual for the sequel of active life.

Practical Lessons.

Outline of a Course in Arithmetic.

James Baldwin, Rushville.

STEP III.

1. The numbers 10 to 15,—all possible combinations. The multiplication table thoroughly learned to 7×2=14 3×5=15, etc. The addition table learned to 7+8=15, etc.

2. Ten cents in one dime. Pieces of money; dimes and half dimes. Ten dimes one dollar; five dimes one half dollar; ten half dimes one half dollar. Buying and selling, and making change, as in preceding steps.

3. Twelve inches one foot. How many inches in half a foot? in quarter of a foot? Twelve things one dozen; the idea of a half dozen, a quarter dozen, etc. Twelve months one year; the names of the months; the length of time between two given months.

4. The idea of $\frac{1}{10}$, $\frac{1}{12}$, etc. How to write $1\frac{1}{10}$. Another way to write it, thus 1.1.

5. Dollars and cents. How to write numbers representing dollars and cents as $10.10 etc. The signs, $, and cts, and how to use them.

6. Drawing squares, oblongs, and triangles with sides of given lengths:

7. A divisor of a number. Numbers that cannot be exactly divided by any other whole number. The prime numbers, 1, 2, 3, 5, 7, 11, 13. We call the other numbers "composite," because they are "composed" by the multiplication together of two other numbers: Illustrate.

8. Addition and multiplication thoroughly mastered,—results not greater than 15. Addition at sight of three numbers.

Note.—The above is the briefest possible outline of the work of this Step. The details of each lesson will not differ greatly from those already indicated for Step I. Special attention should be had throughout to the securing of quickness and accuracy. Review constantly the work of the lower Steps. Continue the practical work of measuring lengths and capacity, extending to such questions as these:

1. How many feet in 5 yards?
2. A line 15 feet long can be cut into how many pieces each a yard long?
3. How many gallons in 15 quarts?
4. How many pints in 7 quarts?

STEP IV.

1. The numbers 16 to 20,—every possible operation with these numbers as limits. Addition and multiplication continued. The tables thoroughly memorized.

2. Drawing squares and rectangles of given sizes. Comparison of different squares; of different oblongs;

of squares and oblongs. The idea of area. Finding the area of squares; of oblongs; of triangles.

3. Buying, selling, and making change. Pieces of money. Paper money; 1 dollar, 2, 5, and 10 dollars.

4. Sixteen ounces one pound. Weighing common articles. Fractions of a pound. Weighing medicines; gold and silver; twelve ounces one pound. Difference between Avoirdupois weight and Troy weight.

5. How to add numbers composed of dollars and cents. How to subtract; multiply; divide;—the largest number in any operation not to exceed $20.20.

6. Odd numbers, and even; divisors; prime numbers and composite.

7. Sixteen and a half feet, one rod. Measuring by rods; by rods, yards, and feet. Five and a half yards one rod. Measuring a square rod.

Measures of capacity continued. Bushels, pecks, and quarts; gallons, quarts and pints. Buying and selling.

9. The square of 1, 2, 3, 4. Simple operations with fractions.

10. Addition and multiplication *at sight*, results not exceeding 20. Special attention to quickness as well as accuracy. Do not waste time with "reasons why," but teach children to do their work in a business-like, expeditious manner.

(To be Continued.

Educational Miscellany.

✓ The Teachers' Reading Circle.

In our issue of June 14 we published the plan of organization adopted by the Reading Circle and a general outline of the course of study. Following is the complete course as adopted by the Board:

FIRST YEAR.

PROFESSIONAL STUDIES.

1. Mental Science—Embracing the study of Presentation, Representation and Thought. This study should be limited to the three following topics:
   - a. The conditions under which these different faculties act.
   - b. The nature of the processes.
   - c. The nature of the products resulting from these processes.
2. Methods of Instruction—
   - a. Methods adapted to Primary Schools.
   - b. Methods adapted to Grammar Schools.

GENERAL CULTURE STUDIES.

1. General History—Embracing a study of the Manners and Customs, Religions, Forms of Government, Theories of Education, and the condition of the Arts and Sciences in ancient, mediæval and modern times.

SECOND YEAR.

PROFESSIONAL STUDIES.

1. Mental Science—Embracing a study of the intuitions, the sensibilities and the will.
2. Teaching as a science.

This embraces a study of the principles employed in teaching and governing and the application of these to the teaching of the different branches and the proper control of a school.

GENERAL CULTURE STUDIES.

1. English Literature or Natural Science.

The Board have not determined in what order these subjects shall be studied.

THIRD YEAR.

PROFESSIONAL STUDIES.

1. The History of Education.

This will embrace a study of the different educational reforms that have occurred during the progress of educational thought during the past twenty-five hundred years.

GENERAL CULTURE STUDIES.

1. English Literature or Natural Science.

FOURTH YEAR.

The work for the last year of the course has not been outlined by the Board. It is believed that the experience of each year will suggest modifications of the plan of procedure and course of study that only experience can reveal. The above outline is but a general statement of the present thought of the Board of Directors. They are waiting for more light, and invite suggestions from all who are in sympathy with the movement to elevate the teacher's vocation to the rank of a profession.

In arranging this course of study the Board have had two classes of teachers in view. One of these classes is composed of teachers who have made no special study of the Theory and Art of Teaching: the other class consists of teachers who have had the advantages of a Normal School training, or have made considerable progress in the study of the science of teaching.

The two courses of study for these classes are named respectively the Regular and the Advanced Course. The work to be done is the same in both courses, as to nature, but is different in the grade of advancement, as indicated by the text-books assigned for use.

TEXT BOOKS FOR THE FIRST YEAR.

PROFESSIONAL STUDIES.

Regular Course.

"Mental Science and Culture," by Edward Brooks, Price $1.15.
"Talks on Teaching," by F. W. Parker, Price, 70c.

Advanced Course.

"Seeley's Hickock's Mental Science," Price, $1.00.
"Fitch's Lectures on Teaching," Price, $1.40.

GENERAL CULTURE STUDIES.

"Barnes's General History," Price, $1.50.

MONTHLY OUTLINES.

An outline of the work for each month will be prepared and will be published promptly in the EDUCATIONAL WEEKLY.

Memory Gems.

"The mind's the standard of the man."—*Watts.*

"There is no crown in the world so great as patience."

"Character is what you are; Reputation is what people think you are."

"Who ever knew truth put to the worse in a free and open encounter."—*Milton.*

"To persevere in one's duty and be silent, is the best answer to calumny."—*George Washington.*

"Study yourselves; and most of all note well
Wherein kind Nature invite you to excell."
—*H. W. Longfellow.*

"I call, therefore, a complete, generous education that which fits a man to perform justly, skillfully and magnanimously, all the offices, both private and public, of peace and war."—*Milton.*

Public Sentiment.

America's Rank in Science.

"What rank do you think America holds in science, Sir William?"

"I think she is second to none among the nations of the earth. America, England, Germany and France—in these four countries science has made faster strides within the past half century than ever before. Italy, too, has of late contributed largely to scientific study. But for honest research and bold scientific inventions America has not yet been beaten. Indeed, it seems to me that the genius of the American people impels them in this direction, and that, whatever may be their achievements in art and literature, it is in science that they will ever score their greatest victories. America's great mathematicians are known all over the world. Indeed, in this branch of science America has made as many advancs of late as France, whose chief strength lies in physics and mathematics."—*Interview with Sir Wm. Thomson.*

Written Examinations.

It can scarcely be claimed for the written examination that it is an intelligent method of testing the *intelligence* of pupils. It assumes the conditions of a deaf mute for the pupil, and places before him a series of questions, many of which would oftentimes elicit radical differences of opinion even in matured minds, the correct answers to which he is presumed to know, and to write out in a limited time. How much he may know of the subject *outside* of the questions counts for nothing. To add to the inconsistency, the questions are oftentimes prepared by some one who has never heard the pupil recite, and who questions to ascertain what the examiner thinks he ought to know, rather than to ascertain what has been taught.—*Supt. B. B. Snow, Auburn, N. Y.*

The Query Box.

Is it profitable for an Institute to have a query-box at Institutes and teachers' meetings? At a recent Institute attended by the writer, thirty minutes per day were spent on such queries as these: "Who were the Silver Grays?" "Why were the Rebels called Johnnies?" "He is about to go: parse about." "Who was called 'Old Hickory?'" etc., etc. Many of the questions were frivolous; some were personal and impertinent. One hundred and fifty minutes during the week were spent discussing such odds, ends and unassorted pieces as these. One-eighth of the whole time was thus applied. A good cyclopedia would answer three-fourths of the queries. Can our teachers profitably spend their time at Institutes in doing work that could be looked up in a reference book? There seems to be but one answer to this. The Institute is a place for doing work that cannot be well done by individuals working alone. It is to cultivate esprit de corps, a professional spirit; to create enthusiasm for a good preparation and for good work, and to show teachers how to study. But is it to constitute a society for investigating curious notes and queries? We think not. —*School Education.*

Grammar.

Young people do not learn half as much good grammar from their text books as they do from their teacher, if she is accurate and choice in her language. A pupil may decline the pronoun I a hundred times, and repeat the rule for the objective case as often, and will say, "Susan gave the flowers to Mary and *I*," if his teacher uses such constructions. On the other hand, if his teacher says, "She gave it to Mary and *me*," he will say the same, though he never looked into a grammar. *Corollary* 1. A child would never use bad grammar, if it never heard bad grammar. *Corollary* 2. Children are, in language, much as are their models. *Educationalist.*—I would waive the formality of teaching grammar as a science, and teach it as a means of developing *thought* and the *expression* of thought. I look upon the practice of teaching children the technicalities of English grammar as the greatest impediment to the youthful tongue.—*Harden E. Jones.*

Classifying the Gamblers.

Gamblers may be classed in the grades, according to the injuries their gambling inflicts upon society. First class, gamblers that are officers or directors of banking establishments; second class, gamblers in securities and commodities that are not connected with such establishments; third class, unfashionable gamblers, that keep "tiger" dens, "keno" shops, or gambling-houses and other unpopular names, that, in respectable society, have not the stamp of respectability. The first class is the wickedest and worst. The second class is next in the order of injurious to society, the third class is the least objectionable of all. Yet the third and least injurious class of gamblers is the only one that the modern government of the planet treats as criminal. If it is the office of government to punish gamblers of the least injurious class, it is the most imperative office of government to punish the most injurious class, the gamblers that call themselves by legal authority, bankers.

Prominent Educators.

The four most prominent educational thinkers of this country are William T. Harris; J. Stanley Hall, of Johns Hopkins; W. H. Payne, of the University of Michigan; and F. Louis Soldan, principal of the St. Louis training school. Of these Prof. Harris is the best representative of a systematic philosophy of education. Prof. Payne represents the best practical ideas in the school-room. J. Stanley Hall is engaged in original investigation, and Mr. F. Louis Soldan represents the best system for training teachers—*S. S. Parr.*

Educational Weekly.

DEVOTED TO THE INTERESTS OF

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We congratulate the readers of the WEEKLY upon securing the first information published in regard to the Reading Circle. The WEEKLY was first to advocate the plan, first to publish the report of the State Teachers' Association which organized the committees, first to publish the plan of organization and now presents, first of all, the course of study. Those relying on other periodicals will secure this course early in October. The monthly outlines will be published with equal promptness.

READ THE WEEKLY.

The institute season is about over and the schools will soon begin. Then the earnest teacher will have use for all the help at his command. He will want to recall much that he may have heard at the Institute, but this may have passed beyond his reach. Teachers who have filed their copies of the WEEKLY will find help on almost every subject of the most practical value. For the Primary work in Arithmetic begin with No. 1 of the WEEKLY—follow this through every grade. Or those specially interested in History will find the most valuable helps in following carefully the lessons on this subject so ably given by Prof. E. E. Smith, and so with others. The WEEKLY will keep up this line of practical work, believing that a majority of its readers will be better served in this way than in any other. But *read the Weekly* for another purpose—the professional side requires constant reading. Pedagogy is the science of teaching. Science may mean classified knowledge. So there are many *classes* of knowledge required of the teacher. The *theory* of teaching he must know, in order to put into practice understandingly whatever *new methods* he may meet with in the course of reading, or to judge of the merits of a new method before adopting it. The WEEKLY presents the fullest columns in the line of Pedagogics. Read these columns and preserve them for study. When you read the Current Events in the WEEKLY, allow your pupils to hunt out the Historical or Geographical References. It will interest them and often inspire them to *read* for a purpose. Read the WEEKLY.

THE DIFFERENCES.

We have attended a very large number of County Institutes this year, and while as a rule we find them largely attended and doing good work, we also find so much variety and such wide differences, that for the benefit of all we believe it worth while to point out some of these differences.

1. In one institute we find the county superintendent as much in absolute control of the institute as if he were the regular teacher appointed to take charge of a school, in which the teachers of the county are the pupils. He is an Autocrat, his will is the will of the institute. His control is absolute. The opposite extreme we have met frequently, in which the county superintendent has absolutely no control of the teachers. He presides over the deliberations of the institute, like the chairman of a town meeting. Whatever action is taken on any subject is by motion and second. It is done by voting. They move to dismiss at a certain hour and to come together again when it suits a majority to do so. A committee is appointed on everything, to arrange the programme from day

to day, to decide questions of dispute, to arrange for defraying expenses, etc. In this case the institute is a free Republic and in many cases, a flat failure.

2. A second difference is found in the regular and prompt attendance of the teachers. In some they are nearly all present the first day and they come at the appointed time. There is no careless lingering and talking about the halls and private rooms. They are all in the right place at the right time and then they remain until the close of each days work. Over against this excellent type of an institute we find them straggling in at all hours in the day, going and coming ad libitum, sitting far from the speaker when there is plenty of room near at hand.

3. A noticeable difference is found in the "Esprit de Corps" of the teachers of the county. As a rule where there is the most culture we find the greatest enthusiasm, not only among the teachers but specially among the people. To be able to do better work in the institute than was done the year previous is a great achievement for a county institute. In them nothing succeeds like success. The moment it is noticed that the institute is not so large as it was last year, the interest begins to lag. It must grow constantly. Or, if the instruction is not up to that of the previous year, a sort of indifference steals over the institute that unconsciously effects every one connected with it. It is astonishing how quick the trustees begin to talk about lowering the wages of teachers when enthusiasm begins to wane, and this is precisely what makes hard work for the county superintendent and hard work for the teachers. The power of enthusiasm can not be over estimated.

The main object of this editorial is to call attention to differences which we think ought not exist and which could be prevented by keeping up "Educational Enthusiasm" in the county. This is one end or object of the county Institute, but the county superintendent with the co-operation of leading teachers ought in some way to keep up the "Educational Enthusiasm" all the year round, so when the Institute season approaches every one will prepare a harvest of good things and be on hand the first day to contribute his mite.

POLITICAL ECONOMY.

An intelligent patron of one of our public schools recently rose in a teachers' institute and made a plea for teaching political economy. He said children grow up to maturity without any training in the subjects of party politics, tariff, political theories, etc. They come to their parents asking: "What is the tariff, of which the papers are saying so much?" "What are the principles of the Republican and of the Democratic parties?" "What good is our government anyhow?" "These," said the gentleman, "seem to me to be legitimate subjects for instruction." Certainly these are legitimate subjects for school-training. Our curricula are already heavily loaded, but by dint of paring and rasping down crude and useless items, room might be made for these important subjects of practical life. The proper place for these subjects of political economy is in the study of history. They naturally arise and belong there. Sufficient intelligence on the part of our teachers will find place and means to dispose of them.—*School Education.*

The trouble here is that these are political questions. The schools are non-partisan, and there are few non-partisan differences between the Democratic and Republican parties at the present time that can be given by any one. The *tariff* question is paramount and this is a debatable question yet in both parties. Debatable questions of political significance are not legitimate subjects for school training. The history for political parties, as far as it is complete and written or settled may properly be considered as a school subject of study, but this must be given without partisan *views*. If school children demand knowledge of the tariff "of which the papers are saying so much," the best thing to do at present is to *read the papers*. Many of the speeches of leading orators on both sides are now being published and these give a tolerably fair idea of the merits of the tariff question from both points of view.

DISTINGUISHING FEATURES.

Indiana is and has for many years been justly proud of her schools and school system. Her fame, educationally, has rested chiefly upon the fact that her school fund is one of the largest in the Union. But there are three characteristic features that mark the Indiana system that are worthy of note. These are (1.) Gradation of country schools, (2.) Graduation from country schools, and, (3.) "Arbor day" celebration. No other state in the Union can boast of these three features. From many other states in the West and Northwest have come inquiries in regard to the success of gradation. It has not yet reached perfection in Indiana by any means. The demand for it is universal but there are difficulties to be met and too many superintendents and teachers instead of *meeting* them as they can and should, allow themselves to be discouraged and shrink from their duty with a sigh, "it can't be done." But fortunately we have active superintendents in many of our counties and these have succeeded in making practical gradation a fact. The "can't be done" of the inactive has been met by *doing*. And so we answer to all these questions: "Wherever tried, gradation is a success." It must and will eventually be fixed in all our counties. Indiana has led in this matter, and other states are falling into line.

Graduation from district schools naturally succeeding the successful gradation of schools, took place for the first time in the United States, in Indiana last spring. All the counties were not prepared for graduation last spring but the majority were and in the coming spring we expect to see them all adopt the new plan.

Arbor-day celebration has become a feature of our school work. The efficient efforts of Dr. Northrop, who has given many years of his life to the beautiful work of making schools and homes more cheerful and healthful, set the ball to rolling in Indiana. Our state is not alone in this work, for Dr. Northrop has inaugurated similar movements in a number of other States. But we have done our share in this line and now that our work is begun, it will be continued with, we hope, continued benefits to the schools.

These three features mark the Indiana schools. The cause for congratulation lies in the fact that so many other states are looking to us for advice and endeavoring to make good use of our example. We have not only developed a magnificent system for ourselves, but have become an instructor of our neighbors.

Literary Notes.

The September number of the *Harper's Magazine* is in itself quite a tour of Europe. Mr. Rideing describes "A Run Ashore at Queenstown," including Blarney Castle and Killarney, with many illustrations; passing on to London, there is more of Rev. Tredwell Walden's account of "The great Hall of William Rufus," with its portraits of its early kings and queens; crossing to France, Miss Humphrey's pen and Mr. Reinhart's pencil describe the life of the French sea-side resort, Trouville; and, finally, the artist Boughton strolls farther in Holland. At home, Mr. Earnest Ingersol describes the "Wheat-fields of the Columbia," with illustrations by Redwood; and a paper by J. G. Pyle, with illustrative diagrams, explains "The Reservoir System" now under construction to equalize the supply of water in the Mississippi.

The September *Atlantic* has variety and interest enough to satisfy the most exacting readers. Two additional chapters are given of Dr. Mitchell's excellent serial story, "In War Time;" Richard Grant White concludes his keen and very characteristic papers on "The Anatomizing of William Shakespeare;" Francis Parkman, the eminent historian, contributes an essay upon "Wolfe on the Plains of Abraham;" Prof. E. P. Evans has a curiously interesting article on "Mediæval and Modern Punishment;" Herbert Tuttle has a timely paper on "The Despotism of Party;" E W. Sturdy writes of "The Volcanic Eruption of Krakatoa;" Eleanor Putnam describes "Old Salem Shops;" Charles E. Pasco tells "The Story of the English Magazines;" Miss C. F. Gordon cunningly relates "A Legend of Inverawe;" an anonymous writer describes the "Lakes of Upper Italy." There are poems by Lucy Larcom, Mrs. Julia C. R. Dorr, and Paul H. Hayne; reviews of several leading new books, and the usual variety of the Contributors' Club. Houghton, Mifflin & Co., Boston.

Now that the schools are about to open the following from St. Nicholas is apropos:

A Smart Boy.

I'm glad I have got a good-sized slate,
With lots of room to calculate.
Bring on your sums! I'm ready now;
My slate is clean; and I know how.
But don't you ask me to *subtract*,
I like to have my slate well packed;
And only two long rows, you know,
Make such a miserable show;
And, please, don't bring me sums to *add;*
Well, *multiplying's* just as bad;
And, say! I'd rather not *divide*—
Bring me something I have n't tried!

—*St. Nicholas* for September.

Professor Langler, of Alleghany Observatory, contributes to the September Century an article describing the spots on the sun, with twenty-five illustrations, many of them from drawings by the author. This is the first paper in a series, entitled "The New Astronomy," of several untechnical articles, fully illustrated, summarizing in popular and graphic language the most interesting of recent discoveries in the heaven.

The September *Magazine of American History* will interest a wide audience, among the hills and valleys of the American Continent. From the variety of subjects treated, the scope and possibilities of this growing power in the field of historic literature cannot fail to be recognized. The leading illustrated article, by Mrs. Lamb, furnishes a truthful and spirited "Glimpse of the Valley of Many Waters," its settlement and development, and is in itself a mine of historic information concerning that particular region of our country beyond the Rocky Mountains. The second article illustrates the remarkable career of the great South American scientist, Francisco Jos de Calkas. Among other contributions of the month, we find an instructive chapter on the "Early Connecticut Claims in Pennsylvania," "The Medical Department of the Revolutionary Army," giving much fresh information on a subject hitherto obscure; "One Phase in the Early History of Virginia," and a few unpublished letters, two of which are from John Adams to Elbridge Gerry in 1784 and 1785. Publication rooms, 30 Lafayette Place, New York City.

Correspondence.

Institutes.

DAVIESS COUNTY.—The twenty-fourth annual session of the Daviess County Teachers' Institute convened at Washington, Monday, August 18 and continued in session five days. Mrs. R. A. Moffitt of the Rushville High School was the principal foreign instructor Her work in reading and language was highly appreciated. An elocutionary Entertainment given by her on Thursday night brought out a crowded house. D. M. Geeting of the New Albany schools, T. A. Crosson of the Evansville Parochial schools, and Hamlet Allen and W. F. Hoffmann of the Washington Graded schools also did excellent work. The actual class recitations in the first and second grades conducted by Mrs C. E. Smith and Miss Annie Allen received many compliments. The institute is said to have been the largest ever held in this county· Two hundred and forty persons were present—one hundred and fifty teachers and ninety visitors. Friday morning the O. & M. road gave teachers a free excursion to Cannelburg to visit the coal mines at that place. About 200 took advantage of the ride. Tuesday and Wednesday nights sessions were held. The first night was devoted to getting the teachers acquainted with one another, and Wednesday night to the general work of the institute.

HENDRICKS COUNTY.—This institute was held at Danville, August 25–29. A. E. Rogers, County Superintendent. Enrollment about 200. Instructors: Profs. E. E. Smith and L. S. Thompson and Superintendents H. B. Jacobs, of Indianapolis and J. H. Mallery of

Danville. Instruction excellent and well appreciated. Interest and attention good. A fine class of teachers in the county, who have outgrown the old-fashioned way of doing things and work upon scientific principles. Lectures by Prof. Smith and Mr. Beadle, of Rockville, both to good audiences. A splendid "social" on Tuesday night. Fine singing during the week, led by Prof. Moore. The teachers decided to form a County Teachers' Association and to tax themselves 50 cents whenever examined (provided it is not oftener than once per annum), in order to form a substantial county institute fund. They also passed a resolution urging the introduction of drawing into the public schools on account of its educational value.

CANNELTON —The Perry County Teachers' Institute met at the public school building of this city August 18th 1884. Prof. W. W. Parsons of the State Normal was the principal instructor. Prof. Hayes of the Hawesville, Ky. schools also lent a helping hand. Among the home talent I noticed F. J. George. G. P. Wiedman, and J. W. Riddle. The enrollment was 125 A goodly number of visitors were present every day, thus manifesting their interest in the educational affairs of the county. Prof. Parsons lectured to the Odd Fellows, at their lodge room Thursday night. Friday afternoon he lectured to the institute on "The Place of Poetry and Fiction in education."

ANDERSON.—Dale Crittenberger, County Superintendent, began his Institute on time to the minute, with a large attendance the first session. Mr. Sanders, Miss Hume and Prof. Hamilton, the regular instructors for the Institute, gave lessons the first forenoon and during the entire week regularly, all the while interesting and instructive. Evening lectures were given by Dr. Smart and Prof. Atwater.

DECATUR.—The Adams County Institute was almost entirely managed by home instructors. Vocal music and elocution received special attention. J. M. Olcott, of Indianapolis, gave a lecture on pedagogics on Tuesday. The attendance was fully up to the average. County Superintendent Snow is a great worker.

PLYMOUTH.—Marshall County Institute is scarcely equaled for enthusiasm. A large number of the county teachers have spent six weeks in attendance upon the Normal and closed the campaign with the Institute work. The close study of the former prepared them well to engage in the exercises of the latter with intelligent enthusiasm. The response to questions put to the Institute was unusually prompt. Frequently a hundred hands could be seen, showing readiness to answer the questions propounded.

WILLIAMSPORT.—Prof. Woods, Superintendent of Schools at Williamsport, and Prof. Kenaston, of Attica, did most of the Warren County Institute work. Both good instructors. Prof Kenaston took up the subject of English and American literature which he handled in a masterly manner. On Thursday J. M. Olcott gave two lectures on pedagogics.

TERRE HAUTE.—The Vigo County Institute was largely attended as usual, and during the entire week held closely to the programme. Superintendent Van Cleave holds them to steady work and insists upon prompt and regular attendance. On Friday Lawyer Mack gave a lecture, "Telling what he knows about Pictures." Prof. Brown also gave a lecture at the close of the Institute.

Appeal to the Friends of Educational Progress.

The Commissioner of Education has requested the President of the Froebel Institute of North America to arrange for the World's Industrial and Cotton Centennial Exposition at New Orleans, an Exhibit of the character and status of the kindergarten. Such an exhibit involves, as its chief feature, an actual kindergarten in operation during the six months of the Exposition, before the eyes of all who may wish to study its working.

For obvious reasons, this kindergarten should in all its appointments be as complete, as near the ideal, as possible. At the same time, the special needs of the South render it desirable that there should be two departments, one for white and another for colored children.

The Exposition will furnish a building for the purposes indicated, the Bureau of Education will defray the expenses of transportation, but the funds for the conduct of the kindergarten must be provided by benevolent friends who appreciate the missionary character of the enterprise.

In order to open and carry on the kindergartens proposed, it will be necessary to provide $2,000; the second kindergarten will call for $1,000 more. A portion of this sum is already promised. For the purpose of raising the remainder, the Froebel Institute appeals for aid to all who see in educational progress the safeguard of the free and humane spirit of our institutions.

Contributions of five dollars or less may be sent at once to the President of the Froebel Institute. Friends who desire to contribute larger sums, may send promissory notes, payable November 1st, November 15th, or December 1st, 1884.

On the first day of November or sooner, a corps of efficient teachers will proceed to New Orleans, to take charge of the work during the six months of the Exposition, and these reports together with a monthly financial statement will be sent to all who may have subscribed two dollars or more to the fund.

The President of the Froebel Institute will be glad to correspond with friends who may have advice to offer, or who may desire additional information concerning the work on hand.

W. N. HAILMAN,
Pres. Froebel Institute, N. A.

La Porte, Indiana.

The following was accidentally overlooked but is important as an answer to the query of S. in our issue of the 16th.

PORTLAND. IND., Aug. 20, 1884.

Editor Weekly:—Miss Abbot's Series is in six volumes. "Jack of all Trades," "Alexis the Runaway," "Tommy Hickups," "Upside Down," "The Young Detective." and "The Pinks and Blues." Published by Lee and Shepherd, Boston. H.

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Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
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Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8.59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 "	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
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Fall Term begins Aug. 19, 1884; **First Winter Term** begins Oct. 28, 1884.

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Putting myself in communication with the party concerned I received the appointment. I am well satisfied with the management of the Bureau, and feel sure that it fills a useful and necessary place in our school economy. You are at liberty to use my name if you wish.

Respectfully,
EDWARD O. FISKE.
Headmaster, Markham Acad'y, Milwaukee, Wis.

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By the central position of its line, connects the East and the West by the shortest route, and carries passengers, without change of cars, between Chicago and Kansas City, Council Bluffs, Leavenworth, Atchison, Minneapolis and St. Paul. It connects in Union Depots with all the principal lines of road between the Atlantic and the Pacific Oceans. Its equipment is unrivaled and magnificent, being composed of Most Comfortable and Beautiful Day Coaches, Magnificent Horton Reclining Chair Cars, Pullman's Prettiest Palace Sleeping Cars, and the Best Line of Dining Cars in the World. Three Trains between Chicago and Missouri River Points. Two Trains between Chicago and Minneapolis and St. Paul, via the Famous

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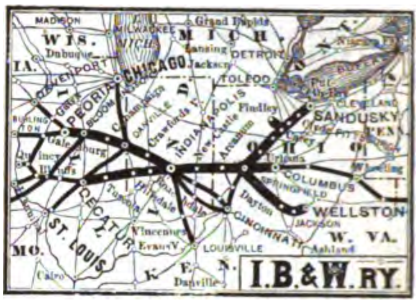

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Its track is laid with HEAVY STEEL RAILS, thoroughly ballasted, with easy grades and few curves. Traveling as it does the heart of the three great States of Ohio, Indiana and Illinois, uniting in close business relationship the capital cities of the first and second, with the second city of the third, and passing through a large number of the most important cities and towns in each, and with all its central location makes it the

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Ft. Wayne, Cincinnati & Louisville R. R

CONDENSED TIME CARD.

In Effect June 8th, 1884.

GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a.m.
Indianapolis	Lv	10.10 a.m.	5.25 p.m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p.m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a.m.	5.50 a.m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a.m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	. ...
Cincinnati	Ar	7.10 p.m.	....

Central Standard Time, which is 28 minutes slower than Columbus, Ohio time.

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For this remarkable growth there are many reasons. The principal one, however, is that

The School Accommodates Itself to the Wants of the People, instead of compelling them to Accommodate themselves to it.

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FIRST: That the School possess the same advantages and that the work be as thorough as at the older and endowed institutions. SECOND: That the work be properly arranged. THIRD: That the expenses be made less than at any other place. That we have accomplised these three points is acknowledged by all.

THE FOLLOWING COURSES OF STUDY HAVE BEEN ARRANGED.

Preparatory, Teachers', Collegiate, Special Science, Engineering, Penmanship, Elocution, Fine Art, Music, Law, Literature, Telegraphic, Phonographic and Review. Each department is independent within itself, and the fact that there are other departments than the Teachers', makes this none the less a

SPECIAL SCHOOL FOR TEACHERS.

The same is true of each department. While each is independent of the others, yet the student may select a part of his studies from one department, and a part from another, without extra charge. This is a feature that is especially commendable. From the beginning of the school none but experienced teachers have been employed. Now

SPECIALISTS ARE PROVIDED FOR EACH DEPARTMENT.

We do not call attention to this boastingly, but because it is supposed that specialists are employed in endowed institutions only. A more complete Library than is found in any other Normal School has been furnished, and an abundance of apparatus for the elucidation of every subject has been supplied. In short, no expense has been spared in providing everything that would, in any way, advance the interests of students.

THE ARRANGEMENT OF THE WORK IS SATISFACTORY.

While we have regular courses of study, and where it is at all possible, the student will do well to pursue some one of them, yet the school realizes that there are THOUSANDS OF YOUNG PEOPLE WHO HAVE NOT THE MONEY NOR THE TIME to take a regular course, but wish to pursue special subjects, and must attend school at such times as are convenient for them. THE LARGE MAJORITY OF TEACHERS are engaged in their profession the greater portion of the year, yet desire to improve their vacations, by continuing a course of study, or in reviewing; again, the school meets the wants of a large class of

PEOPLE WHO HAVE NOT HAD THE OPPORTUNITY OF ATTENDING SCHOOL

while young. These realizing the need of some education, and knowing that they must COMMENCE AT THE VERY BEGINNING OF ARITHMETIC, GRAMMAR, Etc., yet having an aversion to entering the primary classes in the public schools, can come here and enter classes composed of students of their own age and stage of advancement. To accommodate all of these different grades, we organize at the beginning of every term, and not at the beginning only, but at different periods during the term, Beginning, Advanced, Regular, Special, and Review Classes.

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And 250 *Students*

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Board, at $2.00 per Week!!

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A New and Direct Line, via Seneca and Kankakee, has recently been opened between Richmond, Norfolk, Newport News, Chattanooga, Atlanta, Augusta, Nashville, Louisville, Lexington, Cincinnati, Indianapolis and Lafayette, and Omaha, Minneapolis and St. Paul and intermediate points.

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Tickets for sale at all principal Ticket Offices in the United States and Canada.

Baggage checked through and rates of fare always as low as competitors that offer less advantages.

For detailed information, get the Maps and Folders of the

GREAT ROCK ISLAND ROUTE

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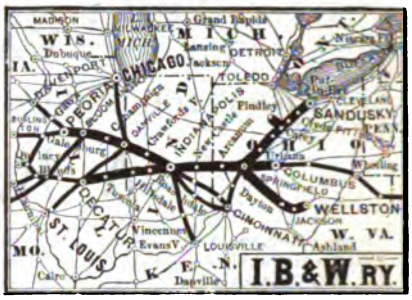
THE GREAT THROUGH ROUTE Between the

EAST, WEST, NORTH and SOUTH.



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C. E. HENDERSON, Gen'l Manager.
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Ft. Wayne, Cincinnati & Louisville R. R.

CONDENSED TIME CARD.

In Effect June 8th, 1884.

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STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

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Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

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Educational Weekly.

CRISP, IMPARTIAL, [illegible]

A PAPER FOR EVERY TEACHER AND SCHOOL OFFICER.

PUBLISHES THE OFFICIAL DECISIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

VOL. III INDIANAPOLIS, INDIANA, SEPTEMBER 13, 1884. No. 9

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From Report of Committee on Course of Study.

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Respectfully Submitted,

JOSEPH MOSES. THOS. LANGHLIN,
A. S. BABBIT, GEORGE EMIG.
Committee on Course of Study.

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Current Events.

Wheat touched its lowest point for the season last week, October selling at 76⅛.

Cleveland, Ohio, was visited with a disastrous fire in the lumber manufacturing districts, on Sunday.

Mr. W. S Lingle, editor of the *Courier*, Lafayette, Ind., died suddenly Sept. 2nd, at Waukesha, Wisconsin, of neuralgia of the heart.

Miss Minnie Clark, the daughter of George Harris of "Uncle Tom's Cabin," will again have charge of the colored school of Boonville.

Mrs. Belva A. Lockwood has accepted the nomination by the Woman's National Equal Rights Party, for President of the United States.

Hon. C. J. Folger, Secretary of the Treasury, died at Geneva, N. Y., on the 4th inst., aged sixty-six years. He had filled many honorable positions, and was hard-working, competent, and honest.

Gov. Robie is re-elected Governor of Maine by 17,000 plurality. The Republicans made a complete sweep, securing all four congressmen, all the state senators and 117 members of the house, the Democrats securing 34.

It is thought Vanderbilt and his sons, William K. and Cornelius, have lost as much as $50,000,000 on the street lately, and that if they kept on they would leave more money on the street than they ever took out of it.

Hon. Henry B. Anthony, United States Senator from Rhode Island, died Sept. 2nd, after a few hour's sickness, at his home, at Providence, R. I. He was the senior senator as to length of service of Congress, and from his own State.

Wild excitement prevails in New Brunswick, N. J., on the failure of the National Bank. Two other banks and the city funds are involved. There is a deficit of nearly a million dollars. Money was appropriated by Cashier Hill and President Runyan. Both those officers committed suicide.

New York city has what is probably the largest public-school building in the world. It is five stories high, built of brick and sandstone, with stairways of iron and stone. It will accommedate 3,000 pupils. There is a double fire escape with two entrances on each floor. Tubes run from every room to the principal's platform. If a teacher blows through a tube, the puff of air knocks down a bronze plate on the wall behind the principal's back, displays the class-room number, and strikes a gong. The enrollment shows that 132,000 pupils will attend schools this year in the metropolis, 9,000 more than last year.

Foreign.

Famine is threatened in Labrador.

The ravages of the cholera continues unchecked. In Italy the disease is spreading rapidly and evidences of a panic are multiplying.

The Chinese Government has declared war in the form of a manifesto issued by the Emperor to the people. Three large Chinese armins are on their way to invade Tonquin.

Another Danish polar expedition will start for the frozen north next summer, proceeding by way of Franz Josef land. The expedition will be under the leadership of Messrs. Hovjoard and Gamel.

A telegram from Antwerp says: "There was great excitement here to-day and many riots in sympathy with the outbreak at Brussels against the clericals. The gens darmes dispersed the mob and made four arrests.

Advices from Cairo are to the effect that the rapid fall of the Nile has increased the fears that Wolseley's plan for reaching Khartoum will prove a failure, and that an expedition by means of boats will be found impossible.

The Paris Gaulois states that Admiral Courbet insists upon an open declaration of war by France against China. The Admiral declares it impossible for him to carry on effective operations against the enemy while the ships of other nations are permitted to carry munitions of war to the Chinese under the eyes of the French squadron. Besides reinforcement of men, Admiral Courbet states that he is awaiting war munitions, his fleet being deficient in shot and shell for the big guns.

Answers to State Board Questions.

Arithmetic.

1. Dividend=divisor×quotient.
Divisor=dividend÷quotient.
Quotient=dividend÷divisor.

2. An unexecuted division may be represented fractionally. The result, if any, would be the quotient; hence,—
Numeration=denominator×quotient.
Denominator=numerator÷quotient.
Quotient=numerator÷denominator.

3. Base, Rate per cent., Percentage, Amount, (or Difference.)

4. Rate per cent.=Percentage : Base.
Ex.—What % of 480 is 120?
120=$\frac{120}{480}$ of 480; $\frac{120}{480}=\frac{1}{4}=25\%$, Ans.

5. G. C. D. of 231, 393, and 609 is 3; hence, each sack must hold 3 bu.

6. $\$125\times\frac{8}{100}\times\frac{93}{360}=\$2.583$, ans.

7. $\frac{2}{5}$ miles=3 fur. 8 rds.; 3 fur. 24.86 rds. less 3 fur. 8 rds.=16.86 rds., ans.

8. $\$126.75\times\frac{8}{100}\times\frac{31}{15}=\$20.956$, ans.

9. $\$345.60\times(?)\times\frac{915}{360}=\$\frac{60.488}{1}$;
$(?)=\frac{60.488}{1}\times\frac{1}{345.60}\times\frac{360}{915}=.06\frac{9}{10}$ nearly; hence $6\frac{9}{10}\%$

10. 18 cwt. 3 qr. 12 lb.=1887 lb.; 100+11=111.
$\frac{100}{111}\times1887=1700$; $\frac{11}{111}\times1887=187$; ans., 1700 and 187.

11. $3^2=9$; 9 : 2=4.5; $\sqrt{4.5}=2.12+$, ans.

12. 36 : $4\frac{1}{2}$ :: 1440 : x, x=180; hence, 180 lbs.

13. 214 acres, 3 rods, 12 perches=214 acres, 15 rods; this divided by 9 gives a quotient, 23 acres, $126\frac{1}{9}$ rods.

Physiology.

1. Health is the state of being free from physical pain or disease. Its conditions are (a) a normal state of the organs, permitting all the processes to proceed vigorously; (b) a quiet state of the mind; (c) a proper temperature of the body.

2. Muscles act by contraction; the cells constituting them, become shorter aud thicker, thus contracting or shortening the whole muscle.

3. Bones have a white, smooth, dense, hard surface. The internal structure presents a cellular appearance. Some bones are cylinders, the hollow being filled with marrow. The ends are covered with cartilage and the whole bone is covered with membrane, called the periosteum. In the bone are little channels (Haversion canals); around these are small cavities (lacunæ) having communications with each other and with the canals, in which are minute blood vessels and nerves. As age increases the animal matter decreases, and the bones become more brittle.

4. Joints are
(a) movable, in which the surfaces forming it move freely on each other; as, the shoulder, hip, and knee joint.
(b) mixed, in which the parts can but slightly vary their position; as, those in the spinal column.
(c) immovable, in which the parts forming it admit no movement; as, the *sutures*.

5. (a) Albuminoids, sugars, and fats. (b) Food is necessary to build up the losses of the body through its various actions.

6. Starch is digested by the saliva assisted by the pancreatic juice and the intestinal juice. It is changed to glucose. The active principle of saliva is ptyaline.

7. The objections to frying meat are (a) the hardening of the tissue, and (b) the thorough "grease soaking" it gets, both being hindrances to digestion.

8. Putrefaction is the offensive decay of albuminoid compounds accompanied and produced by minute organisms.

9. Peristaltic action is the worm like contraction of the muscular coat of the alimentary canal.

10. Proper ventilation may be secured by constant care and watchfulness in raising and lowering the windows (on opposite sides of room, if possible); the door or transom may be used at rest or recess, the room should be most thoroughly ventilated.

Grammar.

1. An appositive modifier is a substantive used attributively for the sake of explanation or emphasis. The noun and the pronoun are the parts of speech that may be so modified.

2. The adjective and the adverb are alike in that they are both modifying elements; they are different in that the one modifies substantives only, and the other modifies some form of a verb. The adverb also modifies adjectives and one adverb may modify another.

3. An abridged compound sentence differs from a complete compound sentence in wanting some of its parts. The abridged compound sentence lacks the verb, or some part of it, in one of its propositions, and the missing part must be supplied in analysis. In a complete compound sentence, there is no part to be supplied.

4. There are three classes of subordinate clauses, adjective, adverbial, substantive. Examples—
Adj.—The boy *who studies* will learn.
Adv.—He will go *if you return*.

5. Infinitive as—
(a) *subject*—*To steal* is base.
(b) *predicate* (*noun*)—His wish is *to be relieved*.
(c) *adv. mod.*—He came *to visit* us.

6. ACTIVE.
Pres.—seeing, studying, writing.
Perf.—having seen, having studied, having written.
Past.—seen, studied, written.
PASSIVE.
Pres.—being seen, being studied, being written.
Perf.—having been seen, having been studied, having been written.
Past.—seen, studied, written.

7. Valleys, turfs, solos, sons-in-law, Mr. Smiths.

8. The person, gender, and number of the simple relative pronoun are determined from the antecedent of the relative; the case is determined from the use of the pronoun in its own proposition.

9. (a) It rains almost every day.
(b) I have done as he told me.
(c) He does his work more easily than his sister.
The cautions are respectively—
(a) Do not use most for almost.
(b) Do not use like for as; like is not a conj. adv.
(c) Do not use adjectives for adverbs; adverbs denote the manner of an action.

10. (a) A defective verb is one that has no form for some parts of its conjugation; as, quoth, beware, ought, and the auxiliaries.
(b) An impersonal verb is one used chiefly in the 3rd person singular; as, it *snows*.
(c) A redundant verb is one that has more than one form for some parts of its conjugation.

Penmanship.

1. "The fore-arm movement is made by resting the arm on the muscles below the elbow, and by a rolling or vibrating motion the fore-arm and hand move back and forth obliquely and laterally. The finger movement is made by extending and contracting the thumb and fingers, the hand and arm rest being usually stationary."

2. (a) That it may be properly cared for and examined; (b) the

books are collected so that those for tho rows may first be distributed, so that each pupil in a row, as he receives the bunch, may take the top book.

3. (a) Wipe pens; (b) pass pens; (c) close inkstands; (d) close books; pass books.
4. That there may be no irregularity; at the count, every pupil does the same thing at the same time, and time is saved and confusion prevented.
5. The letter should be analyzed to show clearly the shape of the parts composing it. By the analysis, the pupil gains a better idea of the true form. He is thus enabled to make each part better and improve thereby the general form.

Geography.

1. Those points farthest north at which the sun's rays are ever vertical, mark the Tropic of Cancer: this occurs June 21st. On the same day, the points beyond the north pole to which the sun's rays reach, mark the position of the Arctic Circle.
   Those points farthest South at which the sun's rays are ever vertical, mark the Tropic of Capricorn; this occurs Dec. 21st. On the same day, the points beyond the south pole to which the sun's rays reach, mark the position of the Antarctic Circle.
2. (a) The classification of race is based upon differences in color of skin, kind and amount of hair, form of head and face, and stature and proportions of the body.
   (b) There are five races:—Caucasian, Mongolian, American, Malayan, Ethiopian.
3. (a) NORTH AMERICA.—
   Position—northern part of western continent, between the Atlantic and Pacific oceans.
   Size 9,000,000 square miles.
   Outline—that of an irregular triangle.
   (b) EUROPE.—
   Position—north-western part of the eastern continent.
   Size—3,800,000 square miles.
   Outline—very irregular, as it is deeply indented by bays and gulfs.
   (c) ASIA.—
   Position—north-eastern part of the eastern continent.
   Size—17,200,000 square miles.
   Outline—very irregular, as it is deeply indented by large seas and bays.
   (d) AFRICA.—
   Position—south-western part of the eastern continent.
   Size—10,934,000 square miles.
   Outline—very simple, the coast nowhere deeply indented.
   (e) SOUTH AMERICA.—
   Position—southern part of western continent, between the Atlantic and Pacific.
   Size—6,900,000 square miles.
   Outline—that of an irregular triangle.
4. The Mississippi system traverses, from north to south, the valley between the Rocky and the Appalachian mountains, the main trunk flowing into the Gulf of Mexico.
   (b) The St. Lawrence system traverses, from west to east, the section between the Height of Land and the northeastern portion of the Appalachian mountains, the main trunk flowing into the Gulf of St. Lawrence.
   (c) The Mackenzie system traverses, from southwest to northeast, the Arctic plain, the main trunk flowing into the Arctic ocean.
   The foregoing are all that can properly be called systems, and they are described in the order of their relative importance.
5. Nova Scotia, Ontario, Quebec, New Brunswick, Prince Edward Island, Manitoba, British Columbia; three territories; and District of Kewaydin.
6. The low coast line is very hot and sickly and produces tropical plant life; as you pass to the interior high land you rise into temperate regions producing the plant life of the temperate zone; On the highest parts, the climate is cold and produces plants belonging to such regions. As you descend the southern side, you experience the same climatic changes in a raverse order.
7. Columbia, Ecuador, Peru, Chili.
8. Russia, Germany, Austria, England, France.
9. (a) The Danube—rising in the Black Forest and flowing eastward through S. W. Ger., c. Aus. and n. of Servia and Tuakey into the Black Sea..
   (b) The Rhine—rising in Switzerland and flowing northward through Ger. and westward through the Netherlands, into the North Sea.
   (c) The Rhone—rising in Switzerland and flowing southward through France into the Gulf of Lyons (Med. Sea).
   (d) The Po—rising in north-western Italy and flowing eastward through Italy, into the Adriatic Sea.
10. Berne—in Switzerland, on the Aar.
    Vienna—in c. Aus., on the Danube.
    Dresden—in s. Ger., on the Elbe.
    Turin—in n. w. Italy, on the Po.
    Bergen—in s. w. Norway, on the coast.

Reading.

1. The advantages of concert reading are—
   (a) The chance it affords for each to recite.
   (b) The chance it affords timid pupils to become more bold.
2. The disadvantages are—
   (a) The chance it affords some to trifle or "play off."
   (b) The danger of acquiring a monotonous drawling measured tone.
3. Force is the quantity of voice used in reading or speaking.
   Pitch is the key-note of the voice, used in reading or speaking; the predominating tone.
4. (a) By avoiding, for a time, pieces in which the fault is likely to occur. (b) By drilling the pupils in imitation of good reading. (c) By letting no case of sing-song reading pass uncorrected. (d) By special drills in dialogues.
5. By telling the pupils something interesting about an author, and thus quicken in them a desire to know more of him and his writings. A copy of his works may be obtained and other selections read by the teacher or the pupils. The life of the author should be studied, the beauties of his language and thoughts unfolded, and certain selections may be recited by the pupils. To these points may be added the celebration of the author's birthday.
6. Roll on, thou deep and dark blue ocean, roll.—*Byron*
   High on a throne of royal state, Satan exalted sat.—*Milton*.
   I am thy father's spirit;
   Doomed for a certain term to walk the night.—*Shakespeare*.

U. S. History.

1. By the St. Lawrence, Great Lakes, and the Mississippi.
2. Huron—Iroquois.
3. 1605, Port Royal N. S. by the French.
   1607, Jamestown, by the English.
   1614, New Amsterdam, by the Dutch.
   1620, Plymouth, by the English.
   1623, Little Harbor, N. H., by the English.
4. In 1632, Maryland was granted to Cecil Calvert, and St. Marys settled two years later. In 1635, Clayborne's first rebellion occurred, he being defeated ten years afterward he came near being successful in a second rebellion, but was at last put down. In 1655, there was civil war between the Protestants and the Catholics, the latter being suppressed. In 1691, the Proprietary Charter was revoked and Md. existed as a royal province till 1715
5. Congress saw that Wash. was careful and cautious when necessary and would strike a bold blow when a fair opportunity offered; hence, they conferred dictatorial power upon him. The victory gave Congress and the people hope, and Washington was much encouraged.
6. (a) Gen. Greene.
   (b) A British officer sent to arrange some business with Marion, was invited by him to dinner. The officer accepted the invitation, but was astounded when he saw that the repast consisted only of potatoes served on bark, and remarked, "Surely, General, this is not your ordinary fare." "Indeed it is," replied Marion, "but having to-day the honor of your company, we are so fortunate as to have more than our usual allowance. The British officer resigned his commission, declaring, that America would never be conquered while defended by such men.
7. (a) In Dec. 1814, some leading Federalists held a secret convention at Hartford. The consultations were considered disloyal, in consequence of which the Federal party was much weakened. The victory at Plattsburgh caused the people to become better affected toward the war.
   (b) That the U. S. and G. B. ought not to be at war. Some unimportant boundaries and possessions were also settled. England tacitly surrendered the "right of search."
8. Before the war, the North looked upon slavery as a deeply rooted and evil institution for which there was no help; the North was tolerant and pursued the "let alone" policy. After the war, the North looked upon slavery as an impossibility in connection with our free institution; hence, the Civil Rights Bill and the last three constitutional amendments.
9. Sherman, leaving Thomas and Schofield to watch Hood, burned Atlanta and started to the sea with 60,000 men in four columns. The army lived upon the country and left behind them a path of desolation 60 miles wide. No resistance was met until they reached Ft. McAllister which they took by storm. Savannah was then abandoned by the rebels, Gen. Sherman taking possession, Dec. 21.
10. The Centennial Exposition, held at Phil.

Theory of Teaching.

1. Sight, touch, and hearing.
2. Sight and touch.
3. Information—knowledge possessed by us.
   Training—action affecting power to do.
4. A good disciplinarian possesses dignity, firmness, kindness, patience, judgment and a conscience that readily discriminates between right and wrong.
5. The characteristics of a good question are—
   (a) definiteness, clearness, conciseness.
   (b) freedom from suggestiveness in regard to the answer.
   Not very many questions should be given, that admit the answer yes or no.

Educational Miscellany.

The True Civilization.

DR. A. MARINE.

[*Addresses at the laying of the Corner Stone of Fort Wayne College.*]

The Nation's place in the scale of civilization is indicated by its public buildings. The architecture of an age is correlated to its mind and becomes a symbol of its thought. The temples of history stand as types of their tenants, and hold in petrifaction the culture and piety that lifted them up.

We are here on this the anniversary of our national independence to lay with appropriate ceremonies the corner-stone of an edifice to be used for educational purposes. The day and the task naturally suggest to our minds those principles and ideas which lie at the foundation of our social and civil stability, and the essential elements of our prosperity and perpetuity.

We stop thinking of our origin when the question of action arises. Indeed, it matters little whether man was born in paradise or the swaying branches of some primeval wilderness, but the means of his advancement is important. I hold that man must advance toward the good of ultimate perfection along the concordant lines of the physical, intellectual and spiritual. The world in its onward struggle has so often found itself baffled and hurled back on its own empty longings, chiefly because it has refused or failed to employ these elements in their harmonious relations. The thought of the ages has too often run itself out into promontories and headlands.

By advancing single ideas to their uttermost, nations have repeatedly failed to develop a civilization with a base broad enough, and, consequently, they have fallen under the load of subsequent investigation and discovery.

Old shadowy Egypt with its lifeless, useless obelisks and pyramids, the magnificence of the more distant Orient Babylon—the glory of kingdoms, the beauty of Chaldee's excellency, the resplendent land of art and philosophy, the brazen empire of law,—all unite their voices from the great Mausoleum of the past in confirmation of this fatal error. Thus, at one time we find the religious sentiment of a people expanded and made the supreme directive principle of their polity, until by reason of its forced substitution for other neglected factors it develops the most abject superstition, and presents the terible spectacle of a nation encased within the relentless walls of religious caste.

Succeeding such a state of things, we must not think it strange when the same people, finding that their vitiated religion was unsatisfactory,—that their divinities did not always do what they wanted them to do, have rushed with reckless contempt from everything spiritual to the opposite extreme, proclaiming their trust in nothing above the actual and the material.

Again we find the idea of law and organization drawing all other ideas in its wake, and here the Christian religion, the truest and most spiritual of all others, is speedily absorbed by the ruling sentiment of the age, and in conformity thereto becomes an iron-clad ritualism in the hands of a tyrannical priesthood.

Again we are called upon to behold a system of scholastic theology, multiplying itself into endless tones of metaphysical analysis and logical abstractions,—a theology that for three hundred years tried to logically explain a thousand spiritual mysteries, that must forever remain intangible to the best human philosophy.

What could human thought do but turn aside from such hopeless experiments and seek for better principles? It did this, and scholasticism did not long withstand the shock of Oxford reformers, the fearless denunciations of Luther and the final blaze of the Reformation.

To-day we believe in the correlation of forces. We would not have the world run by Huxley, neither would we have it run by Moody, for the one would syllogize it into bioplasmic structural germs and the other would turn it into a perpetual prayer and song service. It is not material prosperity alone, nor intellectual growth alone, nor spiritual development alone, but these altogether correlatively that constitute the true civilization.

Our fathers laid deep and broad the foundations of this republic, and on that foundation there is rising up a super-structure so wonderful in its magnitude, massive in its strength, and so glorious and charmingly beautiful in the stability and symmetry of its proportions, as that while it excites the envy of others, it inspires the American with a confidence that knows no bounds while it awakens in his soul an enthusiasm and enkindles in his bosom a patriotism that no language can adequately express.

We are proud of our government and we should be, but let us remember that republics flourished long before ours and that their glory has departed, their magnificent cities have fallen back into howling wildernesses, and their former granduer is well nigh forgotten And what assurance have we that ours will have a more vigorous growth? or that the soil of our hemisphere is more conducive to the hardiness of this plant.

Let us briefly consider some of the fundamental and essential elements of our national prosperity and perpetuity.

When we get out into the sweep of history, and stand in the sublime march of the ages, and study the far-reaching plans and purposes of Divine Providence, —and in this broad sweep of things consider the whole life of man and of human history—when we stand and look upon the vast social order of our world in its multitudinous phases and forms, we are confounded by its magnitude and its complexities, and we ask the question, can this vast complex force that we call society be analyzed? Can its laws and principles be unfolded? Is it like a ship without compass or control? Or has it a master at the helm, and a port in view?

Now, when we study the life of one man and one woman, we shall find the race largely represented in that couple, and the problem will, in that way, be largly reduced and simplified. When we study society on a larger scale, as States and Nations, we find that it falls into two great divisions of Church and State, and these arise from the wants and nature of the individual man.

The civil and political course of nations may be summarized as passing through four successive periods.

First, there is the Theocratic, in which God is the recognized ruler· This form of government is illustrated in the history of the Hebrew people. This is followed by despotic governments, where the absolute power and authority of the Gods have been transferred to the earthy potentate or king. Then as the people advance in their ideas of liberty and personal rights, there comes some form of a limited and liberal monarchy in which the people share in the authority of State. And this is followed by democracy, in which the full liberty and rights of all are conferred. Then comes anarchy, or the general confusion or breaking down of all law under the specious plea of license and personal liberty. This calamity awaits our democratic form of government. True patriotism does not require us to pass by and ignore defects in our national character.

There are dangerous elements in American society that threaten to give us no little trouble in the near future.

Communism seeks to abolish labor and plunder capitalists. It is a startling fact that millions of men in this country, as a matter of choice and not of necessity, are out of employment, consumers but not producers. There are two grand divisions of human society: savage and civilized. All savages are laborless—they live and die in idleness. Work is only another name for civilization. It is the idle, loafing, tramping herd that constitute the dangerous element, simply because it is the savage element and therefore must of necessity antagonize our civilization·

Socialism seeks to abolish the family by trampling under foot the sanctity of the marriage relation. We must guard the sacredness of the family, because it is in fact the corner-stone of our republican institutions. There is perhaps no institution, the purity and dignity of which we should guard and defend with greater vigilance and bravery than the family. Moral decay in the family is the invariable prelude to public corruption. Whoever studies history will be profoundly convinced that a nation stands or falls with the sanctity or disregard of its domestic ties.

Atheism and *Nihilism* strike to kill all governments human and divine. While religion may be wanting in some low savage tribes, it is always found in civilized society. No nation has ever come to any high degree of civilization without the aid of religion, and no nation has ever become so refined as to outgrow the need of its inspiration. Religion is the radical force of society. "The scope of religion is the measure of history." The highest art finds its life in religion. It has kindled the sacred fire in the hearts of seer and poet. It has sung its solemn masses through Bach and Handel. It has put on the canvas the beautiful visions of Raphael and lent a never-dying beauty to the marble of Angelo. This human greatness that comes to challenge our admiration, and to which all hearts are instinctively loyal,—Seneca with his high philosophy, Marcus Aurelius with his unsullied virtue, Beatrice with her unfading beauty, Dante with his immortal song, Milton with his glorious epic, Bunyan with his enchanting dream, Newton with his wonderful discourse, Massilon with his inimitable eloquence, these sages, heroes, saints, reformers, and benefactors of our race—this human greatness, so beautiful and lovely in the drapery of its virtues and accomplishments, has made its charming toilet in the temple of the gods. If we but glance at history, we will see that the deluge, the dispersion, the bondage in Egypt, the captivity, the rise and fall of the Roman Empire, the eruption of the Goths and Vandals, the wide and wasting conquest of Mohammedanism, the disastrous Crusades, the breaking up of Feudalism, the wars of Napoleon, the American Revolution—take any of the great epochs of history and you will find in them the religious element, an element of life and power, that out of the wrecks of human passion evoked eras of progress and blessings. An irresponsible suffrage is probably our misfortune. A popular election gives to every judgment equal discretion and to every conscience the presumption of equal innocence, when in fact this supposed basis of qualification for equal suffrage does not exist.

Our constitutional fathers doubted not the existence of good and wise citizens, to whom the whole system of self-government might be committed. They were mistaken only in this, that the men best qualified to vote are not as likely to do so at all times as the opposite class. When good men put voting by the side of praying, American politics will improve. An abiding interest in voting cannot be maintained unless we exalt our entire system of elections to the plane of Christianity. Every Christian citizen should be a missionary at the polls. He should feel that the responsibility of representing Christ as the ballot box rests upon him.

Practical Lessons.

Glenwood Leaves—XII.

Our school board are opposed to school exhibitions and perhaps with some reason. Much time has been wasted in time past, they tell me. The minds of pupils have been taken from their work at the most critical time. Exhibitions generally accomplish little good, they say, and never really pay.

I, however, am a believer in reception day exercises. They bring the parents out to visit the schools and create a cordial feeling between teacher and patrons. They lend the charm of variety to school work.

In the celebration of authors' birthdays I find the

(CONTINUED ON PAGE TEN.)

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THE TEACHING OF ENGLISH.

"It is a remarkable fact, that the English-speaking people have always neglected one study which every other nation insists upon as the foundation of all studies—the study of their mother-tongue. The Greeks and Romans studied their mother tongue to perfection. No man among them was considered educated who was not thoroughly familiar with his mother-tongue. In modern days France and Germany have followed in the same path. Wherever the English language is spoken it is assumed that our mothers have such an influence over us that we are taught our mother-tongue, and that in some way or other it sprouts into perfection without any training. Educators must remember that there is a power of thinking to be generated, and that there must be given to the mind of every person a perfect instrument for seizing hold of thought.

"If I were called upon to define an educated man, I should say he is the man who knows his language the best. The system of education which has proved most efficient in England, which has made her great statesmen and rulers, is the system of the careful study of languages; but the poor who have to go to labor at the age 15 or 16, cannot devote themselves to the study of dead languages, and for them there remains nothing but the mother-tongue. Besides the mechanical knowledge of the language, one must know the use of words; but the *story* of a word is not the mother-tongue. The point is to make every single word produce a definite idea in the mind. In doing this the pupil is becoming master of the tongue he is using. Finally, the highest and best gift we can give to any boy or girl is the power of reading. I have little faith in anything else."—*Mgr. Capel, the distinguished Anglo-Roman Divine.*

We commend these most sensible words to the careful study of our readers. "The teaching of English" in our schools has been a favorite theme with us for many years. Its importance is not over stated by Mgr. Capel. It should be made a study in the most comprehensive sense. Not merely a study after the fashion of a few *disjointed* "language lessons," so called, which in themselves are not only fragmentary presentations of the subject of language, but are frequently examples of the worst sort of English; not by the study of "easy composition" lessons, which the wind scatters like chaff, nor yet by the study alone of primary grammar, so diluted as to be utterly destitute of thought-generating power, thus weakening in its tendency, but by a vigorous application of thought-power to every word in the English language. To seize upon whatever ideas a single word may suggest and utilize all it contains. The English classics afford an unlimited field for study of this kind.

PRACTICAL EDUCATION.

The most excellent paper on Practical Education by Prof. D. D. Luke, of Ligonier, which we published last week and which we trust will be carefully read and studied, has suggested one or two additional thoughts on the same subject which appear on the surface and ought to be stated now.

The first is, that one of the most practical things to be done in any elementary school, is to develop a *thirst* for knowledge—a desire to know. A story in point is told of Linnaecus the great naturalist. It is said the father of Linnaecus had a little flower garden in which he cultivated all the flowers his means enabled him to select. In this little flower garden he introduced his little son from infancy, and this little flower garden created the taste which made him the first botanist and naturalist of his age. A thirst for knowledge was developed. This is the end of teaching we wish to emphasize,

Mr. Luke has made this thought very prominent in his paper. Education rightly considered is a growth. Its purpose is to develop a living organism. This organism is self-evolving. It only needs to be stimulated—set in motion as in the case above cited. That kind of teaching which has a sure tendency to develop a thirst for knowledge, is to be accounted the most practical.

A young Spartan who could neither read nor write, might be the flower of Spartan youth if he could hurl the discus farther than his fellows, or wield the javelin with more vigor and grace. To make the body elastic, vigorous and firm was the *end* of Spartan education. From infancy this stern and severe drill developed no intellectual aspiration. The habit of use gave them great muscular strength, and all desires ended with this one accomplishment. There was no desire for knowledge.

Another observation clearly allied to the thought which we have been considering is that education does not change nature. The gifts whichmen have do not come from the schools.

If a man is by nature a plain, literal, factual man, you can make a great deal more of him in his own line by education than without it; just as you can make a great deal more of a potato if you cultivate it than if you do not; but no cultivation in this world will ever make an apple out of a potato. It can be developed, but it must be developed according to the laws of its own nature. If a man was not born with the elements of eloquence within him he cannot be led to eloquence. If a man was not born to a sense of color he cannot be educated to a sense of color. If a man was not born to a quick, creative genius, he cannot be educated to it. Education makes *more* of natural endowments, but in no sense can it *change* them.

We sometimes fret because we cannot change human nature and make it after our own model. The teacher need not expect successfully to enter into conflict with nature. Rather let him take human nature as he finds it and "chip as good an angel as he can from the marble presented."

It should never be forgotten that to teach one child is one thing; to teach another child is another thing.

ONE THING AT A TIME.

Indiana has obtained the reputation of doing things well where school questions are under consideration. The old saw, "Whatever is worth doing at all is worth doing well" is no where else better understood than in the Hoosier State. Just now the one thing to be done well by the teachers of the State, is the organization of Reading Circles. The board of directors have issued their circular which was published in full in last week's number of the WEEKLY. The plan of organization was also published in the WEEKLY, June 14th. The statement of the present thought of the Board of Directors is now before the teachers of the State, who are expected to do the reading and profit by this means of professional advancement. It is to be regretted that this outline could not have been prepared a month earlier, so the plan of organization could have been considered and acted upon at the County Institutes. It could have received an impetus at the Institutes which would have done much to forward the enterprise this year, but as this has not been the case, for some good reason, doubtless, it remains now to put the machinery in operation as rapidly as possible. In a few counties the plan has already been put into operation. It is to be hoped that every county in the State will as speedily as possible organize a Reading Circle.

The Board of Directors have outlined a three years course of reading. Another year will be added in time. Those who begin now may get through with the first class. Delay in the organization of the circle will hinder the even performance of the task assigned and tend to retard the good results anticipated. The question of the need of this kind of reading and the professional good to be accomplished by it, has already been practically settled in the minds of our most advanced thinkers on the educational needs of the State.

This question was settled when the Board of Directors was appointed. It remains now to put into active operation the means thus devised for professional improvement. Some may be at a loss to know how to begin. There need be no trouble on this score. There is no limit fixed as to the number of persons who shall constitute a circle. Half a dozen teachers in any county may meet together and organize, indeed one teacher alone may order the books and begin reading at any time, if no more will join him. The plan as set forth by the Board of Directors, be it good or bad, will effect nothing in itself. The teachers must take hold of it, put the plan in operation, give it a fair trial, and the larger the number of teachers who will begin at once, the better will the plan suggested work out, or if it prove defective, the sooner will its defects be discovered and the appropriate remedy applied. One thing at a time. This enterprise is new, let the teachers give it thought and attention now. Other States have their Reading Circles in successful operation. If the Indiana teachers turn their attention in this direction now, one year from this time we may be able to report the best Teachers' Reading Circle on the Continent.

Dr. ANDERSON says: No man can teach a pupil how to teach others who does not understand the thing himself. A man can not teach him to teach science unless he can himself teach science. Successful teachers of departments should take their promising students privately aside to teach them how to give instruction in that department. I have suspicion of the capacity of one man to take a chair of pedagogics and show him to teach all branches, in all of which it is impossible that he should be an expert.

Glenwood Leaves.

(CONTINUED FROM PAGE SEVEN.)

most suitable and profitable form of special school exercises.

In the first place, literary recreations of this class are interesting to the community, and are elevating and cultivating in their influence. They appeal to the better taste. They speak for refinement and culture. Again, in most of our schools they afford the only opportunity for anything like systematic study in literature. No text book on literature is used in any schools but the high schools, and not always is it found in the curricula of even these institutions. Furthermore, little time is required in preparing the programme, and even that time is not wholly diverted from other school work, for there is an intimate connection between literature and history, reading, grammar, geography and other school studies. Materials are not difficult to obtain. Thanks to the enterprise of the day, we have leaflets, prepared for the purpose, containing the most admirable selections and the most suitable in point of interest and of length. And where these may not be obtained, it is very easy to form such a series of leaflets from the home books and text-books, of the pupils.

In our graded school we have joined in the popular school celebrations of the birthdays of Whittier, Holmes Irving, and Longfellow, and intend to continue the series.

On our "Longfellow day" we were honored with numerous guests, consisting of leading members of society in the community. A large picture of the poet had been framed and hung above the principal's desk. A programme of music had been arranged, in which appeared the Bridge, The Autumn Day, The Old Clock, and other ballads from the poet's works. The essays read all related to the works or the life of the author, and all the recitations and readings were from the volumes of his poems.

The day was memorable, as it was the last birthday that Longfellow celebrated on earth. Though we did not know it then, we seemed to feel it, and true it proved. Exercises of this kind are not applicable to high schools alone. Grammar school pupils take delight and receive benefit from them. All honor is due to Peaslee, with whom originated so practical, so novel, so admirable a conception.

Outline of a Course in Arithmetic.

JAMES BALDWIN, RUSHVILLE.

STEP V.

This being the last Step previous to beginning the study of the text-book, I indicate the work in detail, in a manner similar to that indicated for Step I.

I. EXAMPLES AND ILLUSTRATIONS.

1. How many tens in 20? in 21?

2. In writing 21, what does the figure 2 show? the figure 1?

3 Write the numbers from 21 to 29. Show how many tens and how many units in each.

4. Write the number thirty. How many tens in 30?

5. Write the numbers from 31 to 39. Show how many tens and how many units in each.

(Illustrate fully the principle of writing numbers composed of two figures.)

6. Take 24 sticks. Form squares with them.

(a) How many?

(b) Then, how many 4's in 24?

(c) Form triangles with same sticks. How many triangles?

(d) Then how many 3's in 24?

7. How many tens in 24?

8. How many dozens in 24?

9. How many dozens in 21?

II. MEMORIZE.

1. Memorize thoroughly the whole of the multiplication table.

2. Practice addition *at sight* daily, until pupils can name the sum of three or four numbers as readily and quickly as they can give the product of two. This comes only by long, patient, and systematic practice.

3. Review, and fix well in the mind, the formulas usually known as the Tables of Denominate Numbers.

III. PRACTICAL WORK.

(a) Draw a line 21 inches long.

1. How much longer than a foot is this line?

2. How much does it lack of being two feet long?

3. Divide it into 21 equal parts?

4. Divide it into 7 equal parts. How many inches long is each part?

5. Divide it into 3 equal parts. How many inches long is each part?

6. Divide it into halves. How many inches in each half?

(Other numbers and lengths may be treated in the same way.)

(b) Draw a line 24 inches long.

1. How many feet long is this line?

2. Divide it into 12 equal parts; into 8, 6, 4, 3, 2, equal parts. How many inches in each part?

What number will divide 24 without any remainder?

(c) Draw a square inch.

(d) Draw a square two inches. (That is a square figure each side of which is two inches.)

(e) 1. How much larger is the square two inches than the square inch?

2. Divide the square two inches into square inches. (Illustrate also with squares of paper.)

(f) Draw a square foot; a square two-feet.

Divide the square two-feet into square feet·

(g) Draw on the blackboard a line 36 inches long.

1. How many feet long is it?

2. How many yards?

3. Divide it into 3 parts. How many inches in each part? What is $\frac{1}{3}$ of 36? $\frac{2}{3}$ of 36?

(h) Draw a square foot.

(i) Draw a square yard.

(j) How much larger is the square yard than the square foot? Prove it.

(k) Draw a square inch. Draw three such squares joining each other.

(l) Now draw a square three inches. Divide it into square inches. How many?

IV. SLATE WORK WITH ABSTRACT NUMBERS.

(Drill thoroughly in exercises like the following. At first, let no number exceed 40.)

24—16=
36—24=
30—15=
25+ =36
+18=24
7+24=
28—17=
36—22=
40—20=
35—12=
$\frac{1}{2}$of 24=
27÷3=
29+7=
18+12=
$\frac{1}{3}$of 36=
14+ =40
18+18=
$\frac{1}{2}$of33=
$\frac{1}{3}$of33=
12+28=
17+ 38

$\frac{1}{2}$of38=
39÷3=
16=$\frac{1}{2}$of(?)
$\frac{2}{3}$of24=
16+12=
$\frac{1}{3}$of36=$\frac{1}{2}$of(?)
$\frac{2}{3}$of39=2×(?)
$\frac{1}{2}$of25=
5× =25
$\frac{1}{5}$of25=$\frac{1}{2}$of(?)
18+17=5×(?)
31+ =40
$\frac{1}{3}$of 27=3×(?)
36—9=
27+13=
Etc., Etc.

V. ILLUSTRATIVE EXAMPLES

1. A man has $29; if he spend $9 for a coat, how much will he have left?
2. Buy a book for 20 cents, and give the clerk a quarter dollar. How much change do you expect?
3. You have 30 cents; if you spend 8 cents for pins, 12 cents for a comb, and 5 cents for a pencil, how much will you have left?
4. At 6 cents a pound how much will 4 pounds of starch cost?
5. Bought 3 cows at $13 each; what did all cost?
6. Paid two 10 dollars bills and a 5 dollar bill to the man of whom I bought cows, mentioned above. How much did I still owe?
7. If a boy earns $4 in a week, how long will it take him to earn $12.
8. This boy earned $18, and then stopped working. How many weeks had he been at work.
9. If 7 tops cost 35 cents, what will one top cost? two tops?
10. Mary has 15 cents, and John has 7 cents more. How many cents have both?

(These examples are merely suggestive. Make a thousand more of the same kind.)

To be Continued

Correspondence.

Institutes.

CLINTON. The Vermillion County Teachers' Institute began Monday, August 18, at Clinton. 66 teachers were enrolled. Average attendance, 60. The instruction was good and everybody went away in good spirit. The teachers of this county are in earnest, and mean to keep up with the times. About 35 were in attendance at some good Normal School during the Spring term, and over two thirds of that number will return for the fall and winter terms.

CLAY COUNTY.—The Clay County Teachers' Institute was held at Brazil, beginning Monday, August 25. The principal instructors were Miss Gosney of Indianapolis and Prof. Sandison of the State Normal. President Brown of the State Normal was with us one afternoon. Mr. T. N. James, Mr. Dumgan, and Mr. Crouse were the home instructors. An interesting feature of the Institute was reports from the different townships upon the condition of the schools. A course of study for the country schools was adopted. Dr. Moss, of the State University, and Hon. Wm. Mack, of Terre Haute, lectured duting the week, the former upon the "False Notions about Education," the latter upon "Egypt." Enrollment 125.

MARY E. FOULKE, Sec.

LAGRANGE.—County Superintendent Machan favors us with a printed report of the Institute, from which we learn that Prof. W. H. Payne and Miss Carrie B. Sharpe made the session an unusually valuable one. From the report we note with pleasure that "Prof. Payne paid the Indiana common schools and the State Normal School at Terre Haute a high compliment when he said that the common schools, on account of their superior system and supervision, were ahead of those of Michigan, and that the State Normal was one of the best in the United States, and in some particulars, the best." Resolutions thanking Prof. Payne and Miss Sharpe "for their practical and scholarly work;" endorsing Supts. Holcombe and Machan; endorsing the Reading Circle; and recommending teaching the "effects of alcohol upon the processes of animal life," were passed.

HOWARD COUNTY.—The annual institute of Howard County teachers convened Aug. 25, 1884. The programme of work as prepared by the Superintendent of Public Instruction was followed throughout and the work was presented in a manner which met with the approval of all present. The instructors for the week were W. A. Bell, of Indianapolis; H. G. Woody, of the Kokomo High School; M. F. Ault and J. E. Locke. A portion of the afternoon session on Monday was devoted to the business meeting of the "Howard County Teachers' Association." This is a permanent organization of one-hundred members, and in devoted to the advancement of the teachers' profession by every means possible. The enrollment for the week reached 132. Resolutions condemning the use and sale of intoxicating liquors and recommending instruction in the schools in regard to the character of alcohol and its injurious effects were adopted.

MARY F. BAIRE, Secretary.

[We regret the lack of space by which a part of Miss Baire's letter was crowded out. We should have published in full the resolutions referred to but for this reason—ED.]

DELPHI.—The Carroll County Institute held Aug. 25–29, was by far the best ever held in the county. Only 134 teachers are employed in the county, yet the enrollment reached 176, and the average daily attendance for the week was 150. The instructors were Messrs. W. W. Parsons of the State Normal and D. E. Hunter of the Washington schools. Better, more thoughtful work is seldom done than by these two strong men, and a more interested, earnest class of teachers can hardly be found. Our plan of collecting 50 cents from each teacher in the county during the winter for the institute the next fall, and having this fund managed by a committee of five, has proved a good one and will be followed next year. We paid all expenses, and have a balance of $19.00 on deposit as a nucleus for 1885.

Facts, Figures and Personals.

A. Hilderbrand, teacher of German, takes Mr. Alford's place as Principal at Vevay.

The most complete manual for county schools comes to us fresh from W. H. Elson, of Parke County. Send for a copy.

W. O. Warrick is Principal of the schools at Worthington. Mrs. Warrick has charge of the High School department.

T. G. Alford, of Vevay, has been elected Principal of the South Side High Schhol. at Indianapolis. A good selection. Salary 1,200.

Hartsville College opened last week with good attendance and bright prospects for the future. C. H. Kiracofe is the President.

Prof. Hall, President of the Conservatory of Music, at DePauw University, comes highly recommended from the New England Conservatory of Music.

H. W. Zirkle, formerly of Indiana, is now Principal at Carbondale, Kansas. He writes us that Kansas is agitating the question of gradation of district schools.

The conception of the plan of the splendid year book published by DePauw University, is due to Dr. J. C. Ridpath, who surrendered an offer of $1,000 for 40 day's work in order to devote his time to this enterprise. As an example of generous personal sacrifice for the cause of education this act of Dr. Ridpath's deserves special mention.

ALMOST ANOTHER PROMOTION.—D. F. Lemmon, Superintendent of schools of Harrison County, is the Democratic candidate for County Clerk, which, in a county like this, is tantamount to an election. Thus things do seem to us about right in the end. One by one the teachers of the county are receiving their reward long since merited.

The following resolutions were adopted by the teachers of Union County Institute, in session August 29, 1884:

Resolved, 1. That we as teachers will as far as in our power patronize only such book-sellers as deal in pure literature.

2. That a copy of this resolution be submitted to each of the county papers, the EDUCATIONAL WEEKLY and the *School Journal.*

H. E. DUBOIS, Secretary.

The following resolutions were unanimously passed by the students of the Benton County Normal Institute.

WHEREAS, We the students of the Benton County Normal Class of '84 held in Oxford, Ind., under the supervision of Prof. E. C. White and F. C. Cassel, have been well instructed and well entertained by them in their work; therefore, be it

Resolved, That we the students of said school as one vote to these worthy instructors our most humble thanks, and wish them only success in their future work. Signed,

COMMITTEE OF B. C. V. C. OF '84.

DePauw University.

There has not been manifest in the history of any Institution in this country, a more determined spirit of progress than may now be seen and felt in connection with this enterprise. Dr. J. P. D. John is absorbed in superintending the building of the McKim Observatory, soon to be completed. Prof. J. H. Howe, late of the New England Observatory and President of the College of Music, with some assistant teachers, is on the ground making extensive preparation to open the new department by the first of October. Judge A. C. Downey, Dean of the Faculty of Law, is also preparing to begin with regular classes in this department about the same time. The authorities of the University will open at the beginning of the fall term, a well furnished boarding hall in the Simpson building, which will accommodate 100 ladies and gentlemen with table board at the rate of $2.00 per week. Rooms can be rented at from 60 to 75 cents per week. This will have the effect to cheapen board and thus lessen the expenses. Other improvements are being made in other directions, which will greatly increase the educational facilities of the University. The prospect is already flattering for a large influx of students this year.

THE BUSINESS COLLEGES of America have not yet attained that high standard of excellence that might be expected for the length of time they have been in existence. Most of the teachers were and still are men whose attainments in scholarship are limited to a knowledge of book-keeping that is largely mechanical. Occasionally we meet with a prominent educator, who understands not simply the art and science of book-keeping, but knows how to teach. But even he has not reached the standard of attainment that the public look for in the head of a business college. He ought to be a practical business man as well as a scholar and educator. In the person of Prof. Richard Nelson, of Cincinnati, the people of that city and Springfield, O., think and feel that they have just such a man. On more than one occasion a popular principal of a public school, a merchant and manufacturer, an author, a man experienced in law courts, and at present a member of the Cincinnati Chamber of Commerce. Mr. Nelson is considered peculiarly qualified for the important trust he holds as President of the Nelson Business College Company.

Wanted Teachers!

TEACHERS looking for a more desirable position or a larger salary, should register with us at once. We do what no other agency does, viz., we notify every teacher registered with us of every vacancy on our lists. We pay $10 (ten) for information of vacancies which we fill. All communications strictly confidential. Send postal now for particulars. The work of this agency extends throughout the United States.

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Refer to I W Case, Publisher School Herald, Chicago; D H Smalley, N W School Supply Co; Prof A Markham, Milwaukee, Wis; Wm Tibbals, Escanaba, Mich; Supt B M Reynolds, Faribault, Minn.

THE TEACHER'S CO-OPERATIVE ASSOCIATION & GENERAL AGENCY,
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# THE VANDALIA LINE
FROM
Indianapolis to the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

☞PARLOR CARS run on "No. 1,' Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

☞A LOCAL PULLMAN SLEEPING CAR is run on "No. 7," from Indianapolis to St. Louis. The same is placed on side track at Indianapolis, and is open at 8 o'clock p. m. for the reception of passengers, who may thus retire early and obtain a full night's rest.

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INDIANAPOLIS;
TERRE HAUTE, VANDALIA, MATTOON,
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ED. S. GRISCOM, Gen'l Sup't. **SAM'L STEVENSON,** Gen'l Ticket Agt.

PAN-HANDLE ROUTE.

Time Table of Through and Local Trains.

Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive				
Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

Pullman's Palace Drawing Room, Sleeping and Hotel Cars through to Pittsburgh, Harrisburgh, Philadelphia and New York, without change. Only one change of cars to Baltimore, Washington and Boston.

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B. SKINNER, Traffic Manager.
A. J SMITH, General Passenger Agent.

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Students may enter at any time and select subjects from the Normal and Commercial Department without extra charge.

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TUITION FREE. Expense for board, room, light, fuel and washing, about $50.00 per term. Incidental expenses about $5.00 per term. *One Hundred and Sixty Dollars* will pay all necessary expenses for one year at the University. Women are admitted to all departments. The University Academy will receive students and thoroughly fit them for entrance to the University classes. Send for Catalogue to Registrar Purdue University, or to

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Tuition per term (this pays for all the departments)	$8 00
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$26 in advance, pays for Board, Room Rent and Tuition for one term of ten weeks. We guarantee that the expense shall not exceed the rates given. Whatever is above this will be paid by us.

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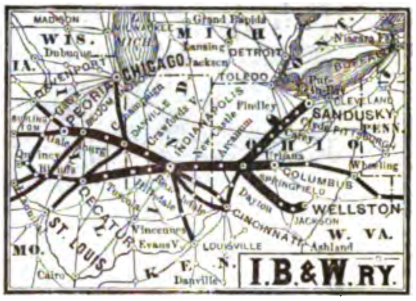

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CONDENSED TIME CARD.

In Effect June 8th, 1884.

GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Montpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	. ...
Cincinnati	Ar	7.10 p.m.	....

Central Standard Time, which is 28 minutes slower than Columbus, Ohio time.

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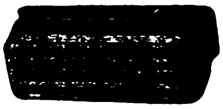

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Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, SEPTEMBER 20, 1884. No. 10

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Current Events.

The heat in New York is intense, and is interfering largely with business.

Both Blaine and Cleveland, will visit the West in the latter part of this month.

Georgia votes on October 1, West Virginia and Ohio on October 14; then no more elections until the November contest.

It is said Justice Bradley is to retire from the supreme bench this winter and that Attorney General Brewster desires the position.

Bradstreet's reports one hundred and eighty failures in the United States during the past week, as against one hundred and thirty-six for the corresponding week last year.

The Tammany Hall committee reported in favor of supporting Cleveland and Hendricks. Senator Grady protested against the resolution, and declared in favor of Butler. The resolution was adopted by a vote of 816 to 87.

The Cincinnati Price-Current whose estimates of crops are carefully made and usually trustworthy, publishes its investigations of the corn crop. It estimates the yield at 1,810,000,000 bushels which is the largest crop ever raised and 17 per cent greater than last year's. The Agricultural department's estimate is 1,800,000,000 bushels.

"There is scarcely any perceptible increase in trade from day to day, yet there are evidences of a more satisfactory condition of general business reflected in the greater interest which is taken in quotations. and the probable outcome of various matters pending adjustment. There is also a more active borrowing demand for money from various lines of trade industry, indicating preparations for. if not a revival in fall trade. The leading produce markets, however, remain slow and easy.

The international surveying party has located the boundary between Mexico and the United States 600 yards north of the old line. This throws a considerable portion of Nogales. Arizona. on Mexican soil. Mexican law prohibits foreigners holding real estate within twenty leagues of the boundary. The Americans declare a determination to hold on to their property by force of arms if necessary. General Topete will enforce the demands of his goverment and compel the American occupants to relinquish their possessions. Trouble is expected.

Foreign.

The ravages of cholera in France are lost sight of in its terrible work in Italy. The number of deaths and new cases in Naples is appalling.

Gen. Caceres, the principal revolutionary leader of Peru, was completely defeated at Lima, on the 27th ult. He entered the town at the head of a savage mob of Monteneros.

Mr. Gladstone, who was said to be looking very pale, exhausted and feverishly excited immediately after his campaign, and who got a lecture from his physician, has just climbed the second highest mountain in Scotland.

A fight occurred near Suakim between 4,200 of Osman Digna's rebels and 10,000 friendly Egyptians, under Mahmoud Pasha. The latter lost a son in the engagement and fourteen of his soldiers though the former was repulsed. Gen. Wolseley is on his way to the front.

THE LATEST FROM CHINA.

A monster mass meeting was held at Shanghai, on Tuesday in which the whole English community took part. The meeting strongly deprecated the prolongation of the present desultory hostilities on the part of France. Their effect was simply ruinous to commerce. The meeting resolved to urge the home government to make an effort to procure a settlement of the difficulties between France and China by mediation. It is reported in Paris that communication has been interchanged between England and France in regard to Admiral Courbet's future operations, especially in reference to Shanghai. Le Paris (newspaper) publishes an inspired article, in which the idea that France should accept arbitration in the difficulty with China is indignantly rejected. France, it says, is determined to settle her differences with China herself. Nouvelle Revue and Revue des Deux Mondes criticise Prime Minister Ferry's China policy as injurious to trade.

Pedagogics.

Educational Cant.

W. H. PAYNE, UNIVERSITY OF MICHIGAN.

Religious cant, or the iteration of pious phrases merely for appearance' sake, marks the lowest phase of religious culture; and where it has not been the concomitant of zealous ignorance, it has bespoken the Pharisee or the hypocrite. Ignorance loves to simulate the appearance of wisdom, and one of the easiest modes of doing this is to indulge in the use of pompous phrases, that have been made respectable by the stamp of some reputable authority. If a man is not wise he may at least wear a wise look, and in his sheer ignorance may take this for very wisdom, But with mere ignorance we can be patient and forgiving; for, after all, the use of cant by such persons is an unconscious tribute to wisdom. The Pharisee and the hypocrite, however, can claim no such indulgence, for in both cases there is some form of pious fraud The Pharisee represents the highest type of that superficial phase of thought in which *form* has gained a complete supremacy over *content*, and he makes a studied parade of the merely formal for the express purpose of gaining popular applause, and of seeming to be what he knows he ought to be, but what in reality he is not. The Pharisee is not necessarily a hypocrite. He may have honestly mistaken the formal for the real; but even in this case, he makes a parade of a supposed virtue for the express purpose of catching the applause of men. The case of the hypocrite is of course far worse. He not only uses the formal as a means of advertising himself, but he knows what he offers is not real, and is fully conscious that he is party to a fraud.

In the use of educational cant, there is the same gradation. The ignorant, though perhaps zealous teacher, adopts an educational creed composed of fine phrases arranged in numerical order. He may have no distinct notion whatever of the signification of these formulas, but as they bear the stamp of some recognized authority,—that of Comenius or Pestalozzi, he easily persuades himself that he is orthodox so long as he can glibly quote what he does not understand; and there is no better proof of the average teacher's incapacity for thinking, than the widespread indulgence in pure educational cant that now characterizes the "new profession."

Education, too, has its Pharisees,—men who exalt themselves to a lofty isolation on "basis principles," formulas they have never examined and do not understand, but which they parade with great show of wisdom as though they were the oracles of a new educational gospel Like true Pharisees, they are thankful that they are not as other teachers are, paleozoic, unprogressive, wedded to routine: but they are of Comenius, of Pestalozzi, or of Parker, and are the heralds of a millenium that began to dawn with Plato and Aristotle, but which has *not yet* dawned, whose dawn no one can indeed foretell, but which *must* come at some indefinite period in the future. In all this we must grant the possibility of sincerity. The educational Pharisee is not necessarily a hypocrite. The intensity of his feeling may induce ineptness in thinking, and while he is talking cant he may believe that he is speaking wisdom. But in most cases of this Pharisaism, there is more or less of the empiric's advertising dodge,—the phrase sounds well, it will attract patronage, and gain will come to the coffers in *some form*, in money, in influence, or in notoriety.

Does the use of educational cant ever bespeak the hypocrite, the man who knows he is talking cant, but persists in talking it because it is seen to pay? This is too delicate a question to be discussed very positively, but this may be said with little danger of mistake: In the use of cant of any description, the invariable tendency is from ignorance to Pharisaism, and from Pharisaism to hypocrisy by a very short and quick route. Whether any travelers along this route have actually reached the terminus, must be left an open question for the present.

The first specimen of educational cant that I shall notice is the phrase that is now used so freely by our newest "reformers," "The New Education." There are at least two objections to its use: 1. It is a pompous phrase used to designate something which has no real existence. 2. It is used as an advertising dodge to float business interest and unstable reputations.

1. In the preface to the American edition of "Tate's Philosophy of Education" I find the following statements concerning the "New Education:"

"The followers of the New Education count in their ranks every great thinker and writer upon education from Socrates to Horace Mann."

"No one can tell what the so-called New Education really is from the very fact that many if not most of its principles and resulting methods have yet to be discovered. We stand on the border-land of discovery in education-"

"If it is impossible to present any adequate idea of the New Education, the position of its disciples may be easily defined. *They believe there is an immense margin between the known and the unknown in education.*"

These authoritative statements suggest the following reflections:

If "every great thinker and writer on education" for the last twenty-three centuries has been toiling in behalf of the "New Education," and we are to-day standing only "on the border-land of discovery in education;" if "many if not most of its principles and resulting methods have yet to be discovered," is there really any hope that the world will ever know what this "so-called New Education really is?" Let us see: Socrates, Plato, Aristotle, Quintilian; Luther, Melancthon, Ratke, Comenius, Milton; Locke, Rousseau, Pestalozzi; Froebel, Spencer, Mann; all these great thinkers, and many more that might be named, have discovered no principles and methods that can be formulated so as to indicate with any certainty what the "New Education really is,"—they have brought us only to the "border-land of discovery!" If this is really a statement of fact, are not our "reformers" wasting their precious breath in chasing *ignis fatuus?*

One implication in these statements is charming for its modesty: The failures of Plato, Comenius, Rousseau, Spencer, etc., etc., are to be repaired by the *N. Y. School Journal*, by Mr. Hailman, Mr. Parker and Mr. Fitch!!

Again, if it be true, as aforesaid, that "every great writer and thinker," etc., etc.; has there really ever been anything but the "New Education?" On this hypothesis, an "Old Education" could not have existed. If, for example "the followers of the New Religion counted in their ranks every great thinker and writer on religion during the first fifteen Christian centuries," could there have been a system of religion to revolt from? Could there have been the Reformation?

2. Why our "reformers" have assumed a pompous name for something which, by their own admissions, is as old as the *Republic*, is perhaps an open question. Many think they see in this phrase the garb of the Pharisee, and some are still more uncharitable. I am content to call the term "New Education" pure cant and to state that only a very few reputable writers on education in this country (none in England so far as I know) have as yet employed a term that smells so much of the shop.

Music as a Factor in School Education.

BY W. T. GIFFE.

"To everything there is a season, and a time for every purpose under the sun," said the wisest man of his time. As the forests recede before the march of civilization, music is not the first seed sown; it has only an instinctive presence. But so soon as the tree of civilization and culture has reached a certain growth, music is grafted in to give color and perfection to the fruits. It is received reluctantly at first,—the old tree likes not the taste of the new sap—yet when the graft succeeds and the tree brings forth good fruit—fruit that is better than before,—the people pluck it and eat admiringly.

As we look upon the rapid and general spread of intellectual and educational development that is permeating the length and breadth of America to-day, it is gratifying to behold a healthy growth of interest on the part of the better classes in behalf of the training of children's voices in the public school.

In many places, music as a branch of common school education, is a new plant. In others it has not yet been introduced; while in some more favored the plant has not only been introduced, but it has succeeded to a luxuriant growth with its roots firmily fixed in the sympathy and patronage of the people. 'Tis true there are some,—be it said to their shame—who are ever ready to oppose anything new without even stopping to analyze its influence for good; and will set their faces stubbornly against it unless it can be shown that for every dollar invested it shall return two dollars of value in the *same currency*.

Music when properly managed in the public school will give a return of more than four-fold the expense. This return, though not in the *currency* of the country, is a value that is everywhere *current*.

The magnetism of music should be felt in the school as well as in the church, the army and politics. The circumference of its power is beyond all human estimate, and the depth of its influence, far beyond the reach of fathom chain.

God has created a singing bird in every human heart. This bird is music. The lips may give out no melody but in the heart of every man, this bird of song sits, and sings its poem of hope and cheer.

Yes, music is an indispensable element in humanity, and should be fostered in our education as an essential development. No one can deny its uses and the multiplicity of demands it is made to serve daily. From the morning of life, when we are rocked in the rythm of its sweet lullabies, up to the noontide of hope and expectancy, down into the night of death, we are constantly summoning the ministry of music.

Shall we starve this song bird that sweetens our lives with its singing and refuse it the nourishment it craves? Shall our children, whose hearts are laughing with melody, be left to learn music by chance, as they would gather berries in the forest where the poison vine and the grape twine around the same trunk? Only the man who acts without thinking, or whose proclivities are barbarous can say yes! Every true educator and every humanitarian will answer, no A thousand times, no!

(To be Continued.)

Educational Miscellany.

Longfellow's Last Birth-day—Feb. 27, 1882.

Since we published the last number of the Glenwood Leaves a friend has sent us the following notes of Superintendent Skinner's remarks to the High School of Brookville on the occasion referred to. This is one of a series of talks on authors that characterized his administration of the schools of that city.

Students and friends:—To my mind, there is connected with our educational work no exercise more interesting or more profitable than this in which we are now engaged. One of the designs in the programme for to-day is to do honor to one of the greatest men the western world has ever produced—a man whose works will be read and whose words will be repeated as long as the river flows, as long as the heart hath passions, as long as the earth hath woes. And this is one of the few remaining anniversaries of the poet's birth-day—perhaps the last—in which we as a people can say, Longfellow is still with us, in bodily presence as well as in spirit—a fact which lends additional interest to the day's observance.

But it is not the leading object of these exercises to show honor to a man already tired of the honors of a receding world. While we do him homage we ourselves are benefited by the study of his works, for we become acquainted with some of the master-pieces of American Literature.

Longfellow is a popular poet, and Americans never tire in their appreciation of his songs. It is with authors as with artists. No one can fail to be struck with the beauties of DeHaas's Marine Views or of Neal's representation of old Cathedrals or of Dyer's pictures of still life. Whatever his want of cultivation and of familiarity with the principles of art, one is moved to admiration of the work.

But let it not be understood from this that the study of literature and art is not necessary to a full appreciation of them. We must not merely glance over pictures and books; we must study them in the light of scholarly criticism. We must learn as a science the principles which they exemplify. We can never fully appreciate Longfellow until we have made a study of literature and criticism.

I have been asked by your teacher in charge to present to you to-day some of the results of criticism upon the works of Longfellow. To begin with, Longfellow, although unrivaled and even unequaled in his own realm stands second in the rank of American poets, the Bard of Thanatopsis being assigned the first niche in our temple of fame. Bryant is the poet of nature; and however masterly are the artistic and artificial poets, it is always to nature's mouth-pieces that first honor is given.

It is customary to study literature by analogies; to compare authors of to-day with those of the past, to compare those of America, with those of the United Kingdom.

Thus we speak of Holmes as the American Pope, the artificial poet of America; of Irving as the American Addison or Goldsmith, as he combines the purity of diction of the one with the graceful and entertaining style of the other. Thus, Sprague is the American Rogers, and Lowell is the American Tennyson. But when we come to Longfellow, all analogies fail. In his own realm he is the first, the last, the best. He stands alone. If he reminds us of any other poets, they are to be found outside the fields of English literature. It is probably true that his style is most analogous to that of the German ballad writer's, thoughtful and suggestive, meditative, and expressive of moral truths.

Longfellow is not a poet of nature. He is known as the Artistic Poet. He began as artists begin. The latter first copy the pictures of old masters, and thus study figure and proportion, the effects of tints and shades, and the use of colors. Thus Longfellow translated the works of authors from the literatures of other tongues, and in so doing studied the exact and artistic use of words, and the finest shades of meaning. In so learning to express exactly and beautifully the thoughts of others, he learned to express his own. No other man in the world is such a master of the use of words as Longfellow. No other man knows as well as he, how to use the right word in the right place. The critic says of him, "It is the manner in which the sentiment is expressed, the oppositeness of the figures, the harmony of the numbers and the inimitable choice of words that give effect to the composition.

He has been compared to the mosaic worker, who sets with care each stone in its exact and most effective place to secure the most perfect and pleasing harmony of the whole. In fact he seems to have noticed this resemblance himself—for the most perfect picture of Longfellow is Longfellow's picture of The Builders. As an architect of fate, he has been "working in the walls of time, not with massive deeds and great, but with ornaments of rhyme." He finds that time is filled with materials for the structure which he raises, and the to-days and yesterdays of life are the blocks with which he has builded. No one has more beautifully harmonized the to-days and yesterdays of life than Longfellow. His poems reveal an intensely conservative disposition, a love of the past and of its souvenirs. He tells us of the Old Clock on the Stairs; of the Belles of Burges in the quaint old Flemish city; of the old fashioned Wayside Inn; of the old Jewish Cemetery at Newport. His home it is said, is itself a poem, such as accords with his taste and looking upon the more modern houses, whose mistresses take care that they contain nothing that is not new and bright, he says:

> We may build more splendid habitations,
> Fill our homes with paintings and with sculptures,
> But we cannot buy with gold the old associations.

Pedagogy.

If we define Pedagogy as the Science of teaching, and if we make science mean classified knowledge, a common definition of the term science, we are called upon to classify the knowledge which teachers ought to possess before entering upon the duties of their profession. For the purposes of this article the following classification is made to indicate some of the many different channels of study which the teacher's professional knowledge seems to require. Before entering upon the duties of his professon the teachers should know.

1. The end of teaching, or purpose of the school.
2. The Nature of the being that is to be taught.
3. The branches of knowledge by the study of which growth is promoted.
4. He must know how to teach, possess a knowledge of methods. etc·

These four classes of knowledge are very distinct; they are obtained through equally distinct channels of study. As the mind proceeds to elaborate the first class of knowledge mentioned above, it very soon finds many deceiving lines of thought. We may say the end of teaching is to perfect the being, Mentally, Morally, Physically—that education is a growth, that development is the purpose of the school, or we may say the purpose of the school is to make good citizens. Again, as education goes on through life, it is the purpose of the school to prepare boys and girls to educate themselves. What is the end of teaching or purpose of the school? Whoever undertakes to do any particular thing as a skilled workman, must certainly know the end from the beginning. This class of knowledge does not come to the teacher from the study of school text books. It comes to him, if at all, through his general culture. It comes through the study of human life in history, in

Biology, in the history of civilization, in literature, in education itself. In like manner the second class of knowledge, a knowledge of the nature of the being to be taught, comes to the teacher through the study of Psychology in its broadest sense. As well might a physician expect to understand Materia Medica or Therapeutics, by the study of Anatomy alone as for the teacher to expect to understand Psychology from the study of Arithmetic alone. And yet this is precisely what many of them try to do. They want to become good teachers, and in this desire they are perfectly conscientious. They spend time enough studying over and over again the school text books in Arithmetic, and History, and Grammar, and Geography, which, could it be rightly directed, would indeed make of them competent instructors. Teachers make the common mistake of seeking the literature of knowledge alone, while it is not knowledge so much as *power* that they most need. *Power* to handle and direct a living organism in its struggle for development requires a very minute knowledge of its structure and inherent powers. The intellect, the sensibilities and the will form an organism which the teachers must comprehend in detail, other wise to acquire directing power over it is an impossibility. Directing power is the test of a teachers ability as such. The third class of knowledge receives the larger part of the average teacher's attention, and mainly for the reason that the only legal test of a teacher's fitness falls upon his ability to stand a verbalistic examination on the same branches required by law to be taught in the common schools. A knowledge of the tools, only, with which the work is done. We believe this kind of knowledge should be exacting. It is absolutely essential to success, but it is only one class of knowledge that is absolutely essential·

The fourth class of knowledge is very distinctive. How to teach, or a knowledge of methods, is not obtained by the study of Grammar, nor by the study of Arithmetic. Psychology alone gives no clew to this branch of professional acumen. It is distinctive. A person may know the purpose of the school; he may be an apt scholar in all the branches of study by which growth is promoted; he may be an expert in Physics, and yet a poor teacher. How to teach, he has still to learn. Where shall he go to acquire this class of knowledge? Mental Philosophy he may study in the abstract, but how can he study *method* in this way? There is no such thing as method in the abstract. There are methods *and* methods· Books have been written on "methods of teaching," but these only give the experiences of others in particular cases. There are some general principles which underlie all correct methods of teaching, which are known and which have been formulated. These may be learned and utilized, but for the most part method is to be learned by experience. The *Theory* of methods may be learned from books and periodicals, but this is not method. Skill is required and this only comes by practice. This class of professional knowledge comes through experience in the main. We learn to do by doing. He who would learn to lay brick in the wall must handle the trowell. We may study the theory of surgery, but to amputate a limb and save the life of the patient, requires skill in the use of the knife.

Practical Lessons.

Outline of a Course in Arithmetic.

JAMSS BALDWIN, RUSHVILLE.

STEP V.—(Continued).

PRACTICAL WORK.

1. Measure a line a rod long.
2. Measure a line two rods long.

How many feet in 2 rods? How many yards?

3. Measure, in the hall or the school yard, a square rod.
4. How many rods long is the school yard? How many rods wide?
5. Measure the width of the street, in feet; in yards; in rods.
6. Measure the length of the school hall in the same way.

EXAMPLES.

1. How many yards in 24 feet? in 33 feet?
2. How many square yards in a brick side-walk 1 yard wide and 24 feet long?
3. How many square yards in a room 15 feet wide and 24 feet long?
4. How many square yards in a room 18 feet square?
5. If a garden bed is 18 feet long and 1 foot wide, how many square feet does it contain? How many square yards?
6, What is the area of a stone walk 1 yard wide and 40 yards long? of a walk 2 yards wide and 15 yards long?

(Illustrate by diagrams. Also, let pupils perform actual measurements.)

DAYS, WEEKS, AND MONTHS.

1. Learn this: "24 hours, one day;" "7 days one week;" "4 weeks, one month."
2. How many hours from noon till midnight? How many from 9 o'clock in the morning till 4 o'clock in the afternoon?
3. Learn the abbreviations: A. M., P. M., and M.
4. Learn the number of days in each calendar month
5. What month is this? How many days of this month have already passed? How many are yet to come?
6. We commonly say: "30 days in a month;" "12 months in a year."
7. A common month is how much more than 4 weeks?
8. How much more than 4 weeks in January? What other months are of the same length as January?
9. How many weeks in February? But in leap year, February has 29 days.—Is this leap year?
10. In what month is Christmas? On what day of the month?

SLATE WORK WITH ABSTRACT NUMBERS.

$\frac{1}{5}$ of $25=$
$5\times6=$
$\frac{1}{4}$ of $24=$
$4\times \quad =32$
$4\times8=$
$\times4=28$
$5\times6=$
$\frac{1}{7}$ of $28=$

$\frac{1}{5}$ of $30=$
$\frac{1}{8}$ of $24=$
$\times4=24$
$\frac{1}{3}$ of $27=$
$4\times7=$
$\div7=4$
$7\times \quad =35$

$27\div9=$
$3\times9=$
$\div3=9$
$\frac{1}{9}$ of $\quad =4$
$2\times15=$
$30\div10=$
$4\times \quad =36$.

Add columns of figures like these:

2	7	4	3	21	20	13
3	2	1	4	12	12	10
4	1	5	2	5	7	12
5	7	1	1			
6	2	5	2			
2	1	4	4			
3	7	4	3	14	13	11
4	2	5	5	12	12	14
5	1	1	5	10	12	12

	31	12	22	35	10
Multiply:					
	5	4	3	2	5

Memorize, thoroughly, all the multiplication table.

EXAMPLES.

1. Bought 3 yards of muslin at 7 cents a yard.
2. Gave a 25-cent piece in payment. What change did I receive?
3. Besides the change which I received, I had 6 five-cent pieces.
4. I spent all my money for oranges at 2 cents a piece.
5. Gave away 5 of the oranges and ate 2 others.
6. Sold the rest at 3 cents each. How much money had I then?
7. A man having $33, spent one-third of it. How much had he left?
8. What cost 13 pairs of shoes at $3 a pair?
9. How many 2-cent stamps can be bought for 40 cents?
10. I travel 38 miles in 2 days; how far is that a day?

---

1. John Brown owes $3.15 to one man, and $4.21 to another. How much does he owe to both?
2. William had $5.37. He spent $2.25; how much had he left?
3. John has $9.20, and James has twice as much. How much has James?
4. How much is twice $250?
5. If I divide $5.00 equally among five boys, how much does each receive? How much if I divide $5.25 among five boys?
6. What is $\frac{1}{2}$ of $5? $\frac{1}{4}$ of $5? $\frac{1}{2}$ of $7.

SLATE WORK WITH DOLLARS AND CENTS.

$ 3.15+$ 5.12=
11.22+ 16.14=
9.16− 3.11=
4.15× 2 =
6.10× 6 =
24.22÷ 2 =
27.18÷ 9 =
25.15÷ 5 =

$ 5.07+$ 3.13=
18.18+ 9.11=
16.29− 12.18=
8.08× 3 =
17.11× 2 =
36.30÷ 3 =
33.21÷ 3 =
20.24÷ 4 =

(To be Continued.)

Map Drawing.—II.

BY CYRUS W. HODGIN.

The place to begin map drawing is in the primary school, and the time to begin it is the first year of the child's school life.

The actual work of this kind of drawing, however, should be preceded by a series of preparatory lessons on direction, location and distance, and the school room should be used as the basis of these lessons.

In developing the idea of direction, the ideas *right, left; front, back; before, behind; above below*, etc., should be developed, and the terms denoting these directions should be given by the pupils if they have them. If they do not have them they should be given by the teacher only after the children feel a clearly defined need for them. The reason for not giving the term before developing the idea, is that when a need is felt, the mind is awake to it when the term is given, and it will make an impression that will require less repetition to fix.

Activity is a law of childhood, and nothing contributes more to the enjoyment of the little ones than to have something cheerful to do. As soon as the foregoing ideas are grasped, the teacher can spend a few moments at a time delightfully by permitting Johnnie to touch the pupil on his right, and the one on his left. Mary can point to some object in front of the teacher's desk. Henry can find something behind the stove. These exercises may be made excellent helps in teaching language lessons, by having the pupils tell clearly just what they are doing at each step; for example, Johnnie should say, "Willie is by my right side, and Jennie is by my left side," etc.

East, *west*, *north*, *south*, and the intermediate directions should be developed and used in the same manner.

After these directions and the terms by which they are properly expressed are known, they should be used in locating objects with reference to the parts of the room, or other objects in it. This work should be continued in great variety until the children can determine and state, without hesitation, the location of any object in the room.

The idea of distance, of measurement, is necessary to any successful work in map drawing and should be early developed in connection with the two already mentioned. A standard unit should be introduced and the pupils led to apply it. Teachers can supply their pupils with foot rulers, or yard sticks without expense by calling at almost any leading dry goods house in our towns or cities, where they are used as advertising mediums. Children take great delight in measuring the length, width, etc., of their desks, their teacher's table, or the school room. They should now use distance in connection with the location of objects; as, "Mary's desk is four feet south west from the teacher's table."

After they have practiced for a short time in using the ruler, they should be required to judge of short distances by the eye, and to test their judgment by applying the ruler. The skillful teacher will find a great variety of ways in which to make these exercises pleasant and profitable.

With these three ideas, direction, location, and distance well understood, the children are ready to begin the actual work of map drawing. The first map will be of the school room. Next week the work will be outlined.

(To be Continued.)

Glenwood Leaves.—XIII.

Few changes made in our schools since the days of our "Blacksmith Superintendent" are more general or more noticeable than the omission of the reading of Scripture. Until '65 the Good Book was a text-book, regularly adopted by the State Board for use in all the common schools of Indiana. When the power of adoption was taken from the Board, it was provided by law that the Bible should not be excluded from the public schools. But from that day to this it has been gradually but steadily withdrawn from use. Against this vandalism let us enter protest. If the Bible were read more at home in the present day than in the old time, there would be a compensation for the loss. But this cannot be the case. The ignorance of the Bible manifested by our pupils of the most advanced classes in our public schools is astounding to any one who investigates it. Teachers tell us that good morals may be taught without Bible reading; that it is incorporated into the general history taught in the high schools, and moreover, forms the basis of the Sunday School instruction which very many of our pupils receive. This also is true. But it is not so much for the sake of the history, nor for the inculcation of moral truths that the use of the Bible in the schools is most desirable. Various means may be substituted for the reading of the Word in teaching these. As to the other purpose, there is no possible substitute for the reading of the Scripture itself. It is the *literature* of the Bible—it is the Bible itself that we want. Our pupils should not grow up strangers to that sublime composition which has touched the hearts of men in all the ages. With all its alleged errors of translation and occasional interpolations, the Bible of King James is the central classic of the English speaking race. Its vocabulary is the sturdy old Saxon. Its idiom is the same. For two hundred and seventy-three years it has remained unchanged except in the modes of spelling some of the words. It has extended a powerful influence upon the writings of every generation since it has appeared. Very many of its expressions have become so proverbial as to seem the natural expression of our thoughts. Look where we will, we find upon the printed pages of almost every cultured author the reflection of Bible imagery and the echo of Bible tone. Sir William Jones wrote on the last leaf of his Bible,—"I have regularly, and attentively read these Holy Scriptures, and am of opinion that this volume, independently of its Divine origin, contains more sublimity and beauty, more pure morality, more important history, and finer strains of poetry and eloquence than can be collected from all other books, in whatever age or language they may have been composed." Addison says,—"After perusing the book of Psalms, let a judge of the beauties of poetry read a literal translation of Horace or Pindar, and he will find in these two last such an absurdity of style, with such a comparative poverty of imagination, as will make him sensible of the vast superiority of Scripture style." In literary criticism who is there to be compared with Sir William Jones and Joseph Addison, or whose judgment is to be more highly valued? Considered in the light of the world's classics, a priceless literary heritage of the age, we should insist that pupils be not deprived of the benefits arising from its use. I have always used the Bible in my school work, and would not think for a moment of dispensing with it. The selections which I make are not very long. Often they are exceedingly short. I desire them to be always striking and impressive.

The thirty-fifth and the fifty-third chapters of Isaiah I have read very frequently, so frequently indeed, that the school could almost repeat them now without effort. The same is perhaps also true of the latter part of the nineteenth chapter of Job, the last chapter of the Preacher, the last eighteen verses of Malachi, the thirteenth and fifteenth chapters of First Epistle to the Corinthians, the Sermon on the Mount, the nineteenth and the forty-eighth Psalms, and the fourteenth chapter of St. John's Gospel. With me these have ever been favorite selections, and have seemed especially adapted for school readings. There seems to be no limit however to the number of passages so adapted. We are often admonished that the Bible must be read, if at all, without note or comment. However, I see no possible objection to introductory remarks relating to any historical associations of a selection. The sixty-first chapter of Isaiah contains the passage which the Savior read from the roll, on that eventful Sabbath at Nazareth. It has been supposed that the twenty second Psalm was repeated on the cross, or much of it at least, and it is strikingly descriptive of the crucifixion. The Prayer of Habakkuk is connected with a story of Benjamin Franklin. The history of Athaliah forms the theme of Racine's great tragedy. The Preacher was the favorite book of the great infidel Voltaire. The imagery of the thirty-fifth chapter of Isaiah is reproduced in the fourth Eclogue of Virgil. Such associations lend historic interest to selections, and the number of such instances is endless.

Literary Notes.

SADLER'S INDUCTIVE ARITHMETIC.—A comprehensive and practical treatise, in two parts, by W. H. Sadler, and W. R. Will, Baltimore, Md.

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INSPIRATION.

President Bicknell in his inaugural address at Madison among many other good things said, used these words: "Our platform as to school service has but three planks—*qualification, inspiration, consecration.*" These are strong words fitly spoken. Among ourselves, as teachers we have been working hard and conscientiously for a long time trying to place our feet squarely on top of the first plank. Have we been thinking about the second one?

Have we been seeking that sort of inspiration which is so essential to our success as teachers? By inspiration we do what cannot be done by knowledge alone. "The inspired teacher taught as man never taught." There is a power in this direction, well worthy the attention of every one who aspires to teach. It is said that Dr. Arnold was a great teacher because he was a great man. It was this inspiration that made him great. We think Horace Mann was gifted in much the same way. So were Mary Lyons and Mrs. Phelps and others. But some one is ready to ask how can we seek inspiration? How can it be acquired? Where is it to be found? Our answer comes quickly, "The lives of great men all remind us," etc., etc.

It is by reading the Literature of power in contradistinction to the Literature of knowledge that we obtain inspiration. A beautiful poem from Wordsworth, or Longfellow, or Tennyson, or Bryant and a hundred others has inspiration in it. It is for us. We can get it and use it if we seek for and find it. One of Shakespeare's plays has inspiration for those who dig it out. Webster's Orations are full of it for those who read understandingly. The dullest may feed his soul with the fire of inspiration if he will. Inspiration comes from above, not from beneath. We must look upward to see it, or read upward to feel it, and think upward to enjoy it. As teachers, if we desire to step on the plank of inspiration we must join the reading circle, or some circle of thought which brings us nearer the object we seek.

A SUBJECT WORTH CONSIDERING.

We republish below from the Journal of Education a report from W. B. Comings, Supt. Schools, Norwalk, Ohio, on the subject of Written Examinations as a Basis of Promotion, which we hope will be carefully read, especially by superintendents. The failure to pass a verbalistic written examination, in Geography or History, or Arithmetic, or Grammar, or some other school study at the close of a long school year, has discouraged thousands of school children at an age too tender for them ever to recover. It is important that grading be done on merit, and it is quite certain that one written examination at the end of a long school year, does not always determine merit. Merit as a basis of promotion is not determined by what a pupil knows so much as by what he can do. What a pupil can do is better determined from his daily efforts in the school room than by single efforts at long intervals. We know a number of most excellent schools in this State, where grading and promoting, as it is called, is done at any time within the year when the pupil is found to be able to do the work in the next higher grade, in other words where promoting is done any day, rather than any one day in the year. It is a subject worth considering and we propose to give it more thought in a future number. At the same time we invite the attention of city superintendents specially to a thoughtful consideration of this subject, I shall be glad to publish their views.

WRITTEN EXAMINATION VS. GRADING ON MERIT.

During the past year written examinations have been discarded as a basis for promotions. Written work has not been made any less, but rather increased. Of the success of the experiment I will let the teachers of our schools speak, to whom were sent the following questions. For brevity, the answers are mostly summarized; some are given *verbatim*.

1. Is the present system of *weekly grading* satisfactory?

All but one answered yes; she states that in most respects it is. Another adds: "I think it helps to make their attendance more regular."

2. Does it require as much of your time as would the grading of the usual number of examination papers?

Answers not uniform; some think it takes as much time, others less.

3. Is the work as tiresome and annoying as written examination grading?

All agree that it is not. Some state that it is not, because it is scattered uniformly through the year, hence less annoying and tiresome.

4. How does it effect the school as a whole; does it incite the pupils to hard work as written examinations would? Give reason why.

Answers were unanimous in stating that it secures better and more regular work from day to day. "It does away with the tendency to *cram* for two or three days before examinations." "It leads to steadier hard work, as each day counts." "The effects upon the High School are invariably good." They have been made to see in the concrete what they will eventually learn is a principle;—that time really lost can never be regained, and that steady, unremitting work is far superior to spasmodic efforts.

5. Does it afford a stronger or a weaker hold upon delinquent pupils than any other method you have tried? Explain why.

Unanimous that it has a stronger hold except one, who states that it is no weaker than others. "It prevents their becoming long delinquent." "In examinations many could trust to luck or cheating; now they know there is no loop-hole." "It gives an equal chance to all. It does not give the dishonest, self-possessed child an advantage over the hard-working but nervous one. It prevents absence." "The present method does not excite the pupils to spasmodic and feverish efforts as written examinations do, but it does incite to continued, and in every way satisfactory, work."

6. Have you heard decided objections to the present system by either pupils or parents? If so, state the chief points of their objections.

No objections have been heard by any of the teachers, except that of low marking on account of absence. "There can be no objection, in justice, as pupils get credit for what they do, are marked off for absence, but if the work be made up the grades are regained."

7. Which method will in your opinion make a more just distinction between those who should and those who should not be promoted? State reasons.

Unanimous that the present system will draw a more just line of distinction than that of examinations. "In written examinations the very knowledge that so much depends upon the results sometimes unfits a nervous pupil for doing his best, and the unprincipled usually come off with flying colors." "Pupils should be promoted on their average work." "More of an equality is established between the slower, plodding pupils, who seldom excel at examinations, and those mere memorizers, who can make up for a term of listlessness and negligence by a spasmodic effort of two or three days before examinations." Failure must be seen to be the result of inattention, absence, or downright laziness." "Those who cannot pass with the grades now given we know are not prepared for the next grade." "Many recite well, but under the excitement of an examination fail." "The weekly grading shows the real standing in the entire work of the year."

Teachers are unanimous in desiring the retention of the present method next year.

W. R. COMINGS, *Supt.*, *Norwalk O.*

SCRIPT OR PRINTING, WHICH?

The question as to whether primary children shall be taught script from the first, is frequently asked and variously answered. A few years ago printing was the universal rule, and in many schools it was continued up to and through the Third Reader grade. The time which the printing was practised before the change to script writing was made, gradually grew less, until now it is altogether omitted in many schools.

The strong tendency now is, in many of the best schools, to begin with the script at once. Good primary teachers who have tried the plan of printing for a few months, and then changing to the script, and also the plan of beginning with the script at once, are uniform in their testimony in favor of the latter method. They testify that the script form is much more easily made, and that there is little or no difficulty arising from the fact that the child is at the same time learniug to recognize the printed form from the chart or primer.

Why is there a script form at all? Why not conform all writing to the printed form, and thus have but one? The answer is that the script forms are much more simple, and more easily and rapidly made *and save time*.

What is true of grown people is true of children. Should not the simplest form be given to the child, and does it not need to economize its time? The arguments seem overwhelming in favor of script from the beginning, and script only.—*Indiana School Journal.*

The arguments in favor of using script alone in the first steps are:

1. It is as easily if not more easily learned than print.

2. It is made much more easily by the teacher than print.

3. By copying the written word or sentence the child not only fixes the form of a word in his mind, but makes the word in the same form that he will make it all his life.

4. By writing, the first step is taken in mastering

the second great means of thought expression by language. Each means of thought expression has its peculiar and indispensable influence upon thought evolution. Thus the child in gaining the power of written expression at an early age, gains with it a new power of thinking.

5. Copying words and sentences is the best and indeed the only way of beginning to learn spelling.

6. It fills up a great portion of time with excellent, busy work.

7. The change from script to print, when some one hundred to two hundred words have been learned can be easily accomplished in one or two days.

The reasons why print need not be used at first, are:

1. Print is rarely used in practical life in making words.
2. It does not at first in any way aid learning to read.
3. Two sets of forms, script and print, are confusing to the child. Thay take more time.
4. The easy change from script to print renders the early use of the latter totally unnecessary.—*Practical Teacher.*

Correspondence.

Wayne County Notes.

B. F. Wissler is the new superintendent at Hagerstown.

W. F. Reynolds is principal at Germantown for the coming year.

N. D. Wolford takes charge of the Fountain City schools this year.

The Richmond City schools opened the 15th under our new Superintendent, J. N. Study.

Prof. Lee Ault is at the head of the Centerville schools, which is a guaranty for a successful year's work.

The Richmond Normal School opened its second year on the second with an attendance very much increased over last year. As an evidence ot its growing popularity at home, it has twice as many pupils out of the city of Richmond, as it had last fall.

Prof. Charles E. Hodgin has been compelled to resign his position in the Normal School on account of the failing health of his wife. They go soon to Shufordsville, N. C. He will be much missed by his pupils and friends. Few young men have made better records in the profession than he.

CICERO, HAMILTON COUNTY, IND.

Editor Educational Weekly:—I notice in recent issues of the WEEKLY a course of primary arithmetic, outlined by Mr. Baldwin. In this course there are statements which call for criticism, by the primary teacher. In the first place, Mr. Baldwin doubts the propriety of instructing the pupil in numbers the first school year. As a primary teacher I am decidedly in favor of commencing with the lesson in numbers, not only the first school year, but the first day of the child's school year; and think it just as essential to commence this work the first day as it is to commence the word method. Those primary teachers who are using the Grube method will agree with me in stating that the process is very slow, but sure, and that we cannot commence the application of it too early with the beginner. For instance, say you have eight or nine months' school (and quite a number of our schools have only from six to seven) you cannot possibly take the pupil further than the number 10 and do thorough work.. In the instruction, comparison, combination and application of numbers, the child comprehends the relation of those numbers much more readily by taking them through the four processes synthetically and analytically, step by step, using, (1) addition, (2) multiplication, (3) subtraction, and (4) division. For instance, if you illustrate to your pupil that two balls plus two balls equal four balls, he will quickly see that two times two balls equal four balls. Hence as multiplication is a short process of the combination of numbers, it should be considered second, and should be presented to the pupil in this manner, as the four processes are naturally so closely connected, that when one is illustrated he quickly comprehends the other.

KATE B. SMETHERS.

To The Educational Weekly:

While we read of the good derived from the Institutes held in many counties throughout the State, we see nothing from good old Randolph. We not only had some of the best practical instructors in the county—such as Mrs. Coffeen, of Illinois, and Prof. Treuedly. of Union City, Ind.,—but one of the best working Institutes in the State. Prof. H. W. Bowers, County Superintendent, is by no means a machine to be run by bands and some master wheel, but he is a practical worker, or in other words, he is the master wheel himself. He does not examine the progress of the county schools by manuscript, but by his actual presence visiting each and every building, staying long enough to find out, and smoothe down the rough places, giving vitality and onward push to the work. Let us as teachers begin our schools, this a new year, with a progressive idea gained by the teaching of last.

Continued success to the WEEKLY.

I am truly,

E. P. C.

Spartanburg, Ind., Sept. 12, 1884.

Facts, Figures and Personals.

We call special attention to the article in this number on Educational Cant, from W. H. Payne.

The High School at Greencastle has a very large enrollment this year.—There are 37 in the Senior class.

DePauw University opens up with an unusually large attendance. The same is true of all the universities in this State as far as heard from.

Purdue opens with 166 students, 100 in college. There are 55 in the Freshman Class, making it the largest since the founding of the institution.

Arthur Throope, graduate of Asbury University class of 80, hasbeen elected Prof. of Natural Science in the Joseph E. Brown University at Dalton Georgia.—The enrollment of the University for the present term is 215. Indiana men are in demand.

Wanted Teachers!

TEACHERS looking for a more desirable position or a larger salary, should register with us at once. We do what no other agency does, viz., we notify every teacher registered with us of every vacancy on our lists. We pay $10 (ten) for information of vacancies which we fill. All communications strictly confidential. Send postal now for particulars. The work of this agency extends throughout the United States.

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Refer to I W Case, Publisher School Herald, Chicago; D H Smalley, N W School Supply Co; Prof A Markham, Milwaukee, Wis; Wm Tibbals, Escanaba, Mich; Supt B M Reynolds, Faribault, Minn.

THE TEACHER'S CO-OPERATIVE ASSOCIATION & GENERAL AGENCY,
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# THE VANDALIA LINE
FROM
Indianapolis to the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis.....lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

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EO. S. GRISCOM, Gen'l Sup't.
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PAN-HANDLE ROUTE.

Time Table of Through and Local Trains
Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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In Effect June 8th, 1884.

GOING NORTH.

STATIONS.	No. 2.	No. 4.
Cincinnati …… Lv	8.10 a.m.	……
Greensburg …… Lv	10.28 "	……
Louisville …… Lv	7.00 "	……
North Vernon …… Lv	9.20 "	……
Rushville …… Lv	11.25 "	……
Connersville …… Lv	10.10 "	……
Cambridge …… Lv	10.47 "	……
New Castle …… Lv	12.20 p.m.	6.50 a. m.
Indianapolis …… Lv	10.10 a. m.	5.25 p. m.
Muncie …… Lv	1.10 p.m.	7.50 "
Hartford …… Lv	1.54 "	8.27 "
Montpelier …… Lv	2.17 "	8.47 "
Bluffton …… Lv	2.52 "	9.17 "
Kingsland …… Lv	3.07 "	9.31 "
Fort Wayne …… Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.	No. 1.	No. 3.
Fort Wayne …… Lv	11.15 a. m	5.50 a. m.
Kingsland …… Lv	11.59 "	6.28 "
Bluffton …… Lv	12.14 p.m.	6.43 "
Moutpelier …… Lv	12.47 "	7.12 "
Hartford …… Lv	1.07 "	7 30 "
Muncie …… Lv	1.50 "	8.10 "
Indianapolis …… Ar	5.50 "	10.35 "
New Castle …… Ar	2.41 "	9.06 "
Cambridge …… Ar	3.15 "	……
Connersville …… Ar	3.52 "	……
Rushville …… Ar	4.00 "	10.05 a. m.
North Vernon …… Ar	4.10 "	……
Louisville …… Ar	8.00 "	……
Greensburg …… Ar	5.15 "	……
Cincinnati …… Ar	7.10 p.m.	……

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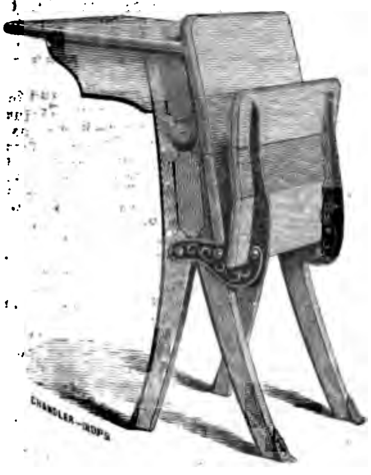

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

Educational Weekly.

CRISP, IMPARTIAL, DECIDED.

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VOL. III INDIANAPOLIS, INDIANA, SEPTEMBER 27, 1884. No. 11

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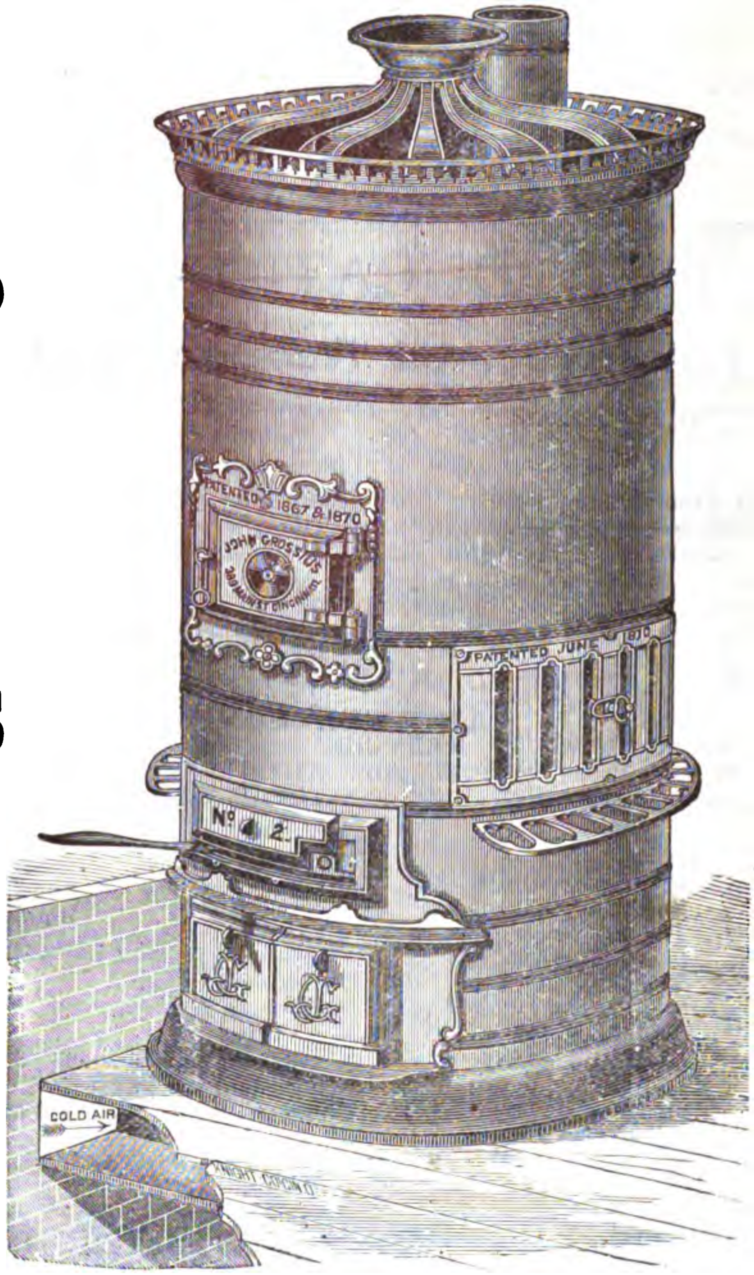

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VOL. III INDIANAPOLIS, INDIANA, SEPTEMBER 27, 1884. No. 11

Current Events.

Blaine will visit Indianapolis next Thursday. Butler and St. John are to be here on the same day.

Indiana experienced a slight earthquake shock last week. Northwestern Ohio and Southern Michigan shared the sensation.

Hon. Walter Q. Gresham has been appointed Secretary of the Treasury and has resigned as Postmaster-General to accept the position.

On the Chicago Board of Trade, this week, for the first time on record, corn sold higher than wheat by five cents. Prices were forced up by parties operating a "corner."

Two hundred Iowa saloon-keepers held a meeting at Council Bluffs, and formed a State Anti-Prohibition association. It was decided to raise funds to prevent the enforcement of the prohibition law, and to work for its repeal.

Hon. Wm. W. Dudley has resigned his position as Commissioner of Pensions, to engage in banking. His loss to the government is universally regretted as he has made an exceptionally good officer.

Mr. Blaine has filed his answer to the interrogatories propounded by the Indianapolis Sentinel in the libel-suit. It is to be hoped that the newpapers will let it rest where it is until the court can make a decision. The people can judge for themselves whether the answers are satisfactory or not.

Foreign.

Cholera is abating some what in Naples, through its ravages have been fearful.

At a meeting of the Irish National league in Ballinasico, Parnell was cheered as the future premier of Ireland.

There is a grave rumor that at the imperial meeting in Poland it was agreed to let Russia conquer Persia; that if sharply governed it could be made as fertile as Italy.

The agitation in regard to the new education bill which the King of Belgium has already signed, still continues. The mayors of Brussels, Ghent, Liege, Mons, Orion, and Antwerp were granted audience by the king. The mayor of Brussels uttered a strong protest for all against the bill. The deputation for which he spoke, he said, represented 820 communes, with a population of 2,800,000.

General Lord Wolseley has telegraphed the war office to stop forwarding troops to Egypt for the present. It is believed that the expedition for the relief of Khartoum will be reduced to a flying column, owing to favorable news from General Gordon.

The Bersen Courier says that United States Minister Kasson is a very amiable gentleman, easily accessible but that he speaks but little German and French. His first task, it says, will be to get an imperial commissary appointed for the New Orleans exhibition.

CHINA.

A new complication has arisen in the French-Chinese difficulty. The blocking of the bar at the mouth of the Woosung river has been ordered by the Chinese authorities, although a passage for ships of the neutrals is to be left. This action is due to the Chinese disbelief in the promises of the French.

A veritable panic prevails at Shanghai, and merchants of the neutral powers have asked the naval commanders of the powers to take some action. The British consul has advised the Chinese authorities to obtain skilled foreign assistance and keep traffic open. Russian consuls have been ordered to protect French interests wherever French consuls leave. The Russian fleet in Chinese waters comprises one iron clad, three cruisers, two corvettes, six gunboats, and three other iron clads are expected to arrive. This strength, in view of the smallness of Russian interests in China, is considered significant.

The Chinese are refusing to discriminate between the French and other foreigners, and mutual dislike grows daily. A correspondent asserts that the native Christians will suffer first. Reuter's report of Admiral Courbet's great victory over the Chinese at Kinpai pass, on the Min river, below Foo-Chow, has practically been disproved, but news of fresh engagements between the French and Chinese is hourly expected, as it is certain that by this time Courbet has received large reinforcements.

Educational Miscellany.

For the Educational Weekly.

The Choice of Hercules.

[*Selection from a lecture on "Socrates" by Rev. A. J. Reynolds, Decatur, Ind.*]

When the hero Hercules was but a youth, and his mind was led to consider the future, and what cousre of life he would pursue,—by chance, he walked forth into the green woods and sat down in the pleasant shade. A beautiful vision unfolded before him.

Two women, young and lovely, approached him. The foremost moved with stately tread, suggesting the line of Virgil, where he says that Venus proved herself to be a goddess by her walk. The face of this woman was beautiful, yet her beauty was so shaded by modesty, that it shone out more lovely still, like the moon behind a fleecy cloud. Her graceful form was enveloped in a showy robe, elegant yet simple. Within a beautiful body, dwelt a still more beautiful soul.

I dislike to describe the other woman. She too was young and fair, but, alas, she was like an empty jewell-casket; she had no nobility of soul. She was dressed in height of the fashion, with much tawdry finery and no taste; her cheeks were daubed with rouge, and her arms with lily white; her mien was haughty, her step mincing, her voice was unnatural, and her speech was affected. With indecent haste she ran up to the young man and said, "My dear Hercules, I see you are hesitating what path in life you will follow. Take my advice, come with me. I will guide you in a path strewn with roses. I will permit no care to trouble you. You shall lead a life of gayety. You shall feast upon all the delicacies of the season, washed down by the choicest wines. Your cheerful steps shall bear you to the opera and the theater, when you will see and hear all that is grand on the stage, or inspiring in the orchestra. Your day and nights shall pass in an endless round of pleasure. And you shall have all the Elysium without any labor or care, if you will only follow me."

It must be confessed that this address to the young man from the beautiful young lady, had some effect upon Hercules, but still he deemed it prudent, ere he accepted her invitation, to enquire her name.

"Charming lady, will you favor me with your name?" said he. With a slight exhibition of displeasure she replied. "My friends who know me best, call me *Pleasure*, but my enemies who delight in slandering me, name me *Vice*."

By this time the other young woman had come up. In grave and measured accents, and with that modesty which is woman's chief charm, she said, "Hercules I am the friend of your parents. I know how well they have trained you, and I trust you will become a good man. If you will follow me, I will lead you to true honor. I will not deceive you with false promises. I will set before you the truth. Young man, you will never benefit yourself nor mankind, without work. If you wish God to bless you, you must worship Him. If you wish to have friends you must win them. If you wish to gain national reputation you must earn it. If you wish to have a good harvest you must work hard. If you wish to be a general in the army, you must first serve long and well in the ranks. If you would be a sculptor, a musician, a teacher, you must work. Yes, young man, the royal road to success is *work*, work that tasks every power of body, soul, and spirit."

Here Vice, becoming uneasy and impatient, said. "Hercules, do you see the long road she wants you to travel? Come, I'll show you the royal road to Pleasure."

Then up-spake Virtue to Vice. "Wretched creature! What happiness have you to give? You have an army of cooks to prepare innumerable dainty dishes for which you have no appetite. You drink wines, costly. and in summer cooled with ice, when you are not thirsty. You are worthless and wretched, a rebel against God, and despised by good men You have never done a good act, nor had a good thought. You have never made any person feel thankful towards you. Nobody would take your word or endorse your note. Your followers live in idleness and die in disgrace, a nuisance both living and dead. But I, Heaven born, descend to bless earth. I associate with the good, I stimulate them to noble deeds; I make home a paradise and the work-shop a palace; I crown the young with smiles and the old with honors, and when my friends depart from earth, they ascend the sky, and leave immortal names of honor behind them."

Virtue ceased speaking; she silently proffered her assistance to Hercules, and he gladly chose her as his guide through life.

Recess or No Recess.

The Report of the National Council of Education at Madison, is very decidedly in favor of the time-honored out-door recess. The substance of the report is given as follows:

The report alludes to the increasing practice of dispensing with recess during the daily sessions of the schools. Those in favor of dispensing with the recess argue that it conserves health by preventing exposure: it tends to refinement by removing opportunites for rude and boisterous play and by removing opportuni i s for vicious association; and that it relieves teachers of disagreeable duties and lessens their labor. These several claims are considered argumentatively in the report. The conclusion is reached, that the recess is necessary. essential to health, and an imperative demand of nature. It is shown that nature resents too much confinement. that air and exercises are the especial need of children and that the immature organs of the body in children especially require it. Many pertinent authorities from the Popular Science Monthly, Dr. Bell in the Sanitarium, Dr. W. S. Robertson, President of the Board of Health of Iowa, Dr. J. S. Jewell of Chicago, Dr. Middleton, Professor of Physiology in the University of Iowa. Dr. Berrien of Nashville Tennessee, and Commissioner Eaton are cited, urging frequent recesses to afford opportunities to attend to the demands of nature, and showing the effects of a disregard of such wants upon the system.

The report presents the necessities of physical exercise, and the constant expenditure of volitional energy. Athletics, gymnastics and calesthenics are considered trials. Each is defined. Athletics, which are defined as the training of the body to take part in contests of endurance or strength develop perseverance, courage, and power to adopt the emergencies. Gymnastics, which are exercises in squads or groups, subordinate the individual to the group, and harmoniously develop the powers of the group. Calesthenics propose rythmical movement; they subordinate the individual to the class, and cultivate the body of each without reference to condition or special needs. This exercise develops taste in the grace of movement. These exercises have been made part of educational systems in Germany, Sweden and France. America has adopted all three, but has allowed prestige in none. Until well-devised systems are adopted and practiced under medical supervision, the report favors the freedom and spontaneity of life on the play ground.

The argument that the association of the play ground tends to corrupt the pupils is met by the fact that moral contamination is not so likely to occur in the sports of the play ground as in seclusion. While there is liability to outbursts of passions, accidents, and some rude struggles, yet these are the embryonic forms of that society in which adult life moves and are necessary to develop the child to meet the same forces in adult life.

It also tends to develop patience, forbearance, courtesy and good nature.

Teachers are not entitled to relief at the expense of their pupils. For these reasons, well illustrated and fully presented, the committee are fully convinced that neither the physical nor moral well-being of pupils is subserved by the policy of long-continued sessions without an out-door recess.

Practical Lessons.

Outline of a Course in Arithmetic.

JAMSS BALDWIN, RUSHVILLE.

STEP V.—(Continued).

1. Write the numbers from 1 to 100 in a column.
2. Write all the odd numbers from 1 to 99.
3. Write all the even numbers from 2 to 100.
4. Write all the prime numbers from 1 to 97.
5. Write all the numbers that can be written with one figure. How many are there?

Write all that can be written with two figures. How many are there?

1. Count to 100 by 10's, from 10; from 9; from 1; from 8; from 2; from 7; from 4; from 6.
2. Count by 5's from 4; from 3; from 2; from 1.
3. Count by 2's from 2; from 1.
4. Count by 3's from 3; from 2; from 1.
5. Count by 6's from 6; from 5; from 4; from 3; from 2; from 1.

(In the same way, count by 8's, 9's, 11's, and 12's. Continue this work persistently.)

SLATE WORK WITH ABSTRACT NUMBERS

Illustrate now, the principle of "carrying" in addition and multiplication. Give examples and unlimited practice.

Show how to do the following:

$72 \div 3 =$ $84 \div 7 =$ $64 \div 3 =$

$96 \div 9 =$ $78 \div 6 =$ $98 \div 7 =$ Etc.

PRACTICAL WORK.

1. Draw a square inch. Draw a figure two inches square: divide it into square inches; how many? $2 \times 2 = (?)$.
2. Draw a figure three inches square: divide it into square inches; how many? $3 \times 3 = (?)$.
3. Draw a figure four inches square: divide it into square inches, how many? $4 \times 4 = (?)$.

(Proceed in like manner until the square ten-inches is reached.)

1. We find the square of a number by multiplying it by itself. Find the square of 2, of 3, of 4, of 10.
2. Memorize the squares of all the numbers from 1 to 12.
3. The square of 2, + the square of 4 = what?
4. The "square of 2" it written thus 2^2; the "square of 9" thus 9^2; and of any other number in the same way. Write "the square of 8".
5. $3^2 + 5^2 = (?)$ $7^2 + 3^2 = (?)$
6. Cut a piece of paper 4 inches square; cut another piece 2 inches square. How much larger is the first piece than the second?
7. 2^2 is what part of 4^2?
   3^2 is what part of 9^2?
8. A strip of paper 1 inch wide and 64 inches long can be cut into how many square inches? If these square inches are arranged in the form of a square, how large will it be?
9. How many square inches in a window-pane 7×14? In a board 15×5?

1. If butter cost 2 cents a pound, what will 4 pounds cost?
2. How many ounces of butter in 4 pounds?
3. A boy spent 3 cents each day during the month of January. How much did he spend in the month?
4. How many quarts in 100 pints? How many gallons?
5. Bought a pint of milk each day during January and Feburary, and paid 3 cent a quart for it. How much did it all cost.
6. Learn "31½ gallons, one barrel;" "63 gallons one hogshead."
7. How many barrels in one hogshead?

1. If 2 pupils sit at a desk, how many desks will accommodate 75 pupils?

2. If 8 oranges cost 64 cents, what will a dozens oranges cost at the same rate?

3. Write all the divisors of 24; of 40; of 72; of 98.

4. What number will divide both 35 and 42? 48 and 66? 72 and 93?

5. What numbers can be divided by both 2 and 3? What is the least number that can be divided by both 2 and 3?

6. What three numbers added together will make 40? 67? 28? 72? 100?

7. What three prime numbers so added will make 50?

Practice faithfully:—

1. Additon of two or three numbers *at sight.*

2. Mental problems in multiplication; also such questions as these: 4×25=(?). 3×25=(?); 2×50=(?); ⅓ of 100=(?); ¼ of 100=(?)

3. Measuring length in feet, inches, yards, and rods.

4. Measuring surfaces.

5. Measuring pints, quarts, and gallons; also quarts, gallons, pecks, and bushels.

6. Weighing by ounces and pounds.

7. Measuring the time between two given dates.

8. Buying, selling, and making change.

NOTE:—Pupils having completed the work indicated in this oral course, will be thoroughly prepared for the study of any common text-book in Arithmetic. Our outline stops here. We repeat that it is intended to be only suggestive. The teacher must rely upon his own judgment in the matter of details, and largely also as to the order in which the lessons are given.

Map Drawing, III.

CYRUS W. HODGIN.

As was stated in the last article, the first map to be drawn is the map of the school room.

After the preliminary work on direction, position, and measurement has been done, the children are ready to prepare, intelligently, a plan of the school room. They can make their own measurements and, under the leadership of the teacher, can draw the boundary lines of the floor on a definite scale. If the work is to be done on the slates, one fourth of an inch to the foot will be about as large as the slates will accommodate; if on the blackboard it should be made as large as it can conveniently be made, perhaps one inch to the foot. When the sides and ends of the room have been measured, the teacher should have the pupils working together, draw, on the slates the appropriate lines for the boundaries of the floor. If the pupils can face the north as they do this work, it will be better to have them do so, for the reason that they will then have the slates placed so that the top is toward the north, the right hand to the east, &c., as they will be expected to learn to interpret the maps they will use later. As the work proceeds, the teacher should pass among the children and see that the measurements are properly made, and to give encouragement and assistance if needed.

When the outline is completed, the location of objects n the picture should begin. If the teacher's desk is on a platform, this platform should be measured, and represented in its proper place. Questions should draw from the pupils proper location of each object before any attempt is made to represent it in position. Proceeding in this way all the objects that stand on the floor will be located. It will be well for the teacher to make a map on the board as the children are making theirs on the slates. This work may occupy the time of two or three lessons, or even more. Time enough should be taken to have it carefully and neatly done. In representing the different objects in the room it is a good plan to make the representation on the map in the form the object takes when viewed from above. For example, if the top of the stove is circular, let a small circle stand for the stove, a rectangle for each of the desks, &c.

Now comes a very valuable and interesting part of the work, the interpretation of the map. Let the teacher point to objects in the picture and call upon pupils to name them. Vary this by requiring the objects in the room to be pointed out, or touched, as they are pointed out on the map. Let the pupils make journeys about the room, and along the aisles, as the teacher's pointer moves in the picture. Require pupils to locate on the map the stove, the teacher's table, the desk of any given pupil, &c., making use of directions, and distances too, if thought desirable, as was suggested in the last paper, as an exercise in studying the room before the drawing was made. Great variety and interest may be developed from such a series of lessons, if the teacher is in earnest, and makes careful preparation for each lesson.

When the children are able to interpret all there is in their map of location, direction, and distance, they have the key to the interpretation of all maps.

The school yard, with its various objects, as house, wood shed, pump, trees, &c., will furnish material for another map, which the children will take delight in drawing and interpreting.

Miscellaneous.

An avalanche of students at De Pauw University. It is estimated that at least 150 more students have entered De Pauw University this term than ever before at any one time. Greencastle puts on a lively appearance this week.

Michigan University has just turned out 261 graduates, of which 102 take degrees from the literary and scientific departments, 14 from the law department, and 145 from the medical department. Fifty-two take the degree of bachelor of arts, fourteen bachelor of philosophy, ten bachelor of letters, nine bachelor of science, thirteen master of arts, three master of science, one master of philosophy, and one doctor of philosophy. In the medical department 104 took the degree of medicine of whom 19 were from the homeopathic college; pharmaceutical chemist, 39; doctor of dental surgery, 4.

Our series of "Glenwood Leaves having attracted so much attention among our readers, a bit of information in regard to them may be of interest. They are leaves from a journal kept by one of our most thoughtful and progressive Indiana teachers and represent actual experiences in the school room. Not one word of "pure fancy" is to be found in them. The plan of taking notes was begun in Glenwood, several years ago, and has been carried out wherever the writer has been, until the present time. The plan is one which commends itself to all our readers, who can see in the "Glenwood Leaves" an illustration of what success is possible.

Children's Fair Day.

The display of the Educational Dept. of the Bartholomew Co. Fair, held Sept. 15-20, was especially attractive, and great interest was manifested in the exhibit. Bound volumes of examination papers, drawings, maps, outlines, etc., were carefully prepared and critically examined. The Hope Normal and Business College was well represented by Prof. Mickleborough's geological collections, and by fine specimens of repousse work, wood-carving, painting, drawing, and penmanship, executed by the students. Literary excises, consisting of readings, declamations, and singing were engaged in during the afternoon by the various schools. A parade of the school children was highly enjoyed by all. Supt. Hacker deserves credit for the management of Children's Fair Day. S.

The Japanese Numbers.

The Japanese have a decimal system of numbers quite similar in its philosophy to our own.

An American store for the sale of real Japanese goods in San Francisco is called "Ichi Ban," which means "Number One." The same firm maintain another store in Chicago called "Nee Ban," or "Number Two," and they are planning for the opening of a third in New York which will be "Sahn (pronounced Sahn) Ban."

The ten numerals in Japanese are: 1, Ichi; 2 Nee; 3 San; 4, Shi; 5, Go; 6, Rako; 7, Sichi; 8, Hachi; 9, Ku, (Koo); 10, Ziou. 100 is Hakoo; 1000, is Sen; 10,000, Man. To make up any intervening or higher number, recourse is had to compounding in a similar manner to our own system; *e. g.*, 20 is Nee Ziou· 30, San Ziou, etc. 21 would be Nee Ziou Ichi; 51, Go Ziou Ichi; 96, Koo Ziou Koo; 101, Hakoo Ichi; 100,000, Ziou Man; 1,000,000, Hakoo Man. The system is therefore very simple and remarkably like our Arabic method of counting.

Another Step In Advance.

The Kosciusko county Board of Education at its regular meeting in September passed an "act" to promote self-improvement on the part of teachers, in substance as follows:

"In the future two dollars per month will be paid to the teacher who passes a satisfactory examination in Algebra. One dollar per month for a like examination in Physical Geography and Civil Goverment." These amounts are to be added to the usual compensaton. It is the intention to hold four examinations each year to accommodate those who wish to pass upon the extra branches. The teachers have founded a "study club" and propose to give the premium branches a trial. The county supt. S. D. Anglin has charge of Civil Goverment and Physical Geography. Mr. E. M. Chaplin has the Algebra in charge.

We understand nearly one hundred names are already enrolled in the club. The course will be completed in about one year.

We have thus given space to an account of this movements because we believe it is perfectly feasible and certainly very desireable. There is no kind of study that helps a teacher so mcuh as *advance* study. It insures *growth* on the part of the teacher and as an element of teaching power there is none more potent than the element of growth. Progress on the part of the teacher is absolutely essential to his professional success. We anticipate splendid results from this compact organization in Kosciusko county and shall keep our readers posted from time to time as to its future.

Parke County Notes.

About seventy-five per cent of the schools of the county began Sept. 15. All will be in session by the first week in October. The attendance is unually large and indications point to a good year's work.

The Rockville Schools, under the management of Superintendent Lin. H. Hadley, opened with a large enrollment on the 15th inst. Prof. Hadley is a live school man, and these schools are to be congratulated on securing so able and efficient direction. Mr. H. has revised the Course of Study, introduced many new features, prominent among them, Music and Drawing, and has prepared an admirable Catalogue.

Prof. Geo. W. Rice continues at the head in the Montezuma Schools. He will be ably assisted by Mrs. Alice McMeen, Frank Bannister and Mamie Jacobs.

Miss M. H. Hinkle is the new principal of the Judson Schools. Under her management good work will be done.

Supt. W. H. Elson recently issued a new Manual that from its merit seems to be greatly in demand. The County Board of Education at its recent meeting discussed at some length the Township Library. The Committee on libraries reported in favor of petitioning the next legislature to pass an act empowering Trustees to sell the old books, cases, and appurtenances belonging to the Township Library and apply the proceeds to the credit of the Special School Fund. The report was unanimously adopted. The Township Library in its present state is an expense that is not realized by the small use made of the books. It was the sense of the meeting that a few good books in each school, constituting what may be termed a district library, would be of far more benefit than the existing Township Library. The meeting was of the opinion, also, that this matter should be discussed by school men and school officials the state over and an intelligent and united effort be made to improve on the present library through the medium of the next Legislature. Let us hear from others.

Educational Weekly.

DEVOTED TO THE INTERESTS OF

SCHOOLS AND SCHOOL TEACHERS.

C. S. OLCOTT, *Publisher*,

24 South Pennsylvania St., Indianapolis, Ind

Entered at the Postoffice at Indianapolis, as second-class matter.

Each weekly issue contains important matter arranged under the following headings:

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2. Public Sentiment.
3. Current Science,
4. Practical Lessons,
5. Primary Lessons.
6. Pedagogics.
7. Educational Miscellany.
8. Facts, Figures and Personals.
9. Correspondence and Home News.
10. Official.

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Examination Questions and Answers will be published promptly.

J. M. OLCOTT, Editor.

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Subscribers wishing to introduce the Weekly to their friends should write for sample copies, which will be sent free to any address.

NEWSPAPER DECISIONS.

1. *Any person who takes a paper regularly from the post office,—whether directed to his name or another's, or whether he has subscribed or not—is responsible for the payment.*

2. *If a person orders his paper discontinued, he must pay all arrearages, or the publisher may continue to send it until payment is made, and collect the whole amount whether the paper is taken from the office or not.*

NOTICE.

The Editor of the WEEKLY having removed his residence to Greencastle, Ind., the WEEKLY will hereafter be published by C. S. OLCOTT, the former business manager, who will collect all amounts due the WEEKLY, and to whom drafts, money orders, etc., should be made payable. J. M. OLCOTT assumes entire editorial control of the paper, and will give it his personal care and supervision. All letters pertaining to the *literary* work of the paper should be addressed to J. M. OLCOTT, GREENCASTLE, IND., and all letters and telegrams relating to its business interests to C. S. OLCOTT, 24 S. PENNSYLVANIA ST., INDIANAPOLIS, IND.

THANKS to E. P. C. for his nice letter from Randolph County published last week. We had written a notice of the Randolph County Institute, which was overlooked by the printer. We are also pleased with the views expressed by Kate B Smethers, of Cicero, and sincerely hope many others will write to us freely and frequently, expoessing their views on the live questions which the WEEKLY discusses in every issue. Under the head of "Correspondence" we have space to publish your best thoughts, and the WEEKLY is specially desirous that a large number of teachers avail themselves of this opportunity to express their views. While on this subject, we wish to invite City Superintendents, County Superintendents, Principals of High Schools, Principals of Normal Schools and Presidents of Colleges and Universities, to send us local news of State importance, pertaining to their respective schools, for publication. Nor do we stop at this. Any teacher is not only invited to correspond with us, but to send local news. Especially, as the Reading Circles are being organized, do not fail to make the WEERLY acquainted with the facts. From a letter not specially intended for publication we have gathered important *facts* published in another column, concerning a novel movement in Kosciusko County. Respond freely and fully.

V THE READING CIRCLE.

We have been requested to give in detail a method of organizing the contemplated reading circle. In our issue of June 14th, we published the plan of organization and a general outline of the course of study and in our issue of Sept. 6, we published the complete course of study as adopted by the Board, including the names of the text books for the first year and the cost of each book. . . To put this plan in operation it only remains to call a meeting at some convenient place of all those who wish to join the circle, and organize by appointing a director, whose duty it shall be to meet the circle once a month, to converse with them, or to review with them in a conversational way, the reading accomplished. Other officers of the circle, as president and secretary, may be appointed, if desired, but these are not absolutely necessary. Determine how many books are needed and order of your local dealer at the prices named in our issue of September 6th. But better still to follow the directions of the State Superintendent, published in the outline of township institute work, viz:

It is recommended that the teachers of each township constitute themselves a section of the Indiana Teachers' Reading Circle, and devote the last hour of each session of the Institute to the work and discussions of the Circle. The Township Principal should be the manager and secretary of the township section, acting under the county superintendent, or some person nominated by him, as county manager. Weekly or fortnightly meetings should be provided for, of the township section as a whole or in divisions, as may be most feasible. Every teacher in the State should take part in this work, for the sake of the help it will give him in teaching, and the valuable discipline and culture he will derive from it. The books to be used are very valuable, and will be supplied at greatly reduced rates.

ANOTHER STEP IN ADVANCE.

We take great pleasure in calling attention to the outline of township institute work, prepared by a committee of the County Superintendents' Association, of which State Superintendent, John W. Holcombe is chairman. This little pamphlet of 16 pages not only gives a full and complete outline of work for each monthly institute, beginning with October, but it is also replete with the most valuable suggestions concerning the best methods of organizing and conducting township institutes together with important recommendations in regard to the organization of Reading Circles. It also contains the full course of study for district schools, adopted by the County Superintendents Convention, June 10, 1884.

The following are some of the suggestions referred to above.

"It is recommended that the trustee of each township, with the advice and concurrence of the county superintendent, appoint an experienced and competent teacher, or township principal, whose duty it shall be to take entire charge of the institute work, assign the subjects to the teachers, preside at the meetings, and carry out the instructions of the superintendent and trustee.

"It is recommended that each township provide for celebrating an Autumn Arbor Day, at such time as may be most convenient, by planting trees and shrubs about the school houses. The contributions and assistance of the patrons should be secured, and the occasion should be improved to awaken the interest of the patrons in the schools, and to increase the attendance of pupils. A Friday afternoon may properly be devoted to this work. Suitable literary exercises should be given by the pupils, with the naming of trees after favorite authors or persons distinguished for services to education. Much good was accomplished by the Arbor Day celebration in the spring; but as many schools were not then in session, it seems desirable that there should be a fall celebration, when many kinds of trees are transplanted to best advantage. The benefits of beautifying the school grounds can not be over estimated."

With this complete outline of work as a help, there can be no excuse on the part of township trustees and teachers for not making the township stitute a great success.

PROF. J. M. GREENWOOD, so long the efficient superintendent of schools of Kansas City, in his "Course of Reading" says:

"We need in our schools teachers of broad and liberal culture. This can only be obtained by studying the best writers and thinkers, and by coming in personal contract with those vital issues that agitate the rational, popular mind. The teacher, in thought, should be radical and progressive; in action, cautious and conservative, yet with his face turned squarely to the future. He should stand as an exponent of the civilization of the age in which he lives, and not as a type of the fossils imbedded in the earlier geological formations. His growth depends upon study, reflection, experience, and personal contact with living, organized society; otherwise he is chained and imprisoned in a cell that stifles thought and blights manhood."

In the John Hopkins University there is established a College of Pedagogy. The same is true of the University at Ann Arbor, Michigan and the same thing is contemplated in connection with the DePauw University at Greencastle. The purpose of establishing those departments in connection with the great Universities, is plainly, to offer an opportunity for obtaining a professional knowledge of teaching to students who have already secured a "broad and liberal" culture in a regular course at the University. We have urged for years the necessity of culture, of a broad general education, as a foundation for the professional, and that instruction in Pedagogy requires such a basis. Whatever may be the achievements in after life, defective common school education crops out in the personal individuality. In most instances it breeds a menial narrowness and consequent tendency to bigotry and prejudice. A forcible illustration of this principle may be found in the otherwise illustrious life of South Carolina's greatest statesman whose unequaled energy and force of character was ever burdened and hindered for want of fundamental Education. This same culture is required in all professions. A good lawyer must have culture. The Military Academy requires the most rigid Disciplinary study as a foundation for the study of Military science. The Polytechnic school in no sense neglects general culture. The teachers' profession is no exception to general law in this regard. As Mr. Greenwood says "we need in our schools teachers of broad and liberal culture." We shall have them in proportion as we turn our attention to the professional training of those who have first acquired a liberal fundamental general Education, who have first obtained by "studying the best writers and thinkers" an ideal of the civilization of the age in which they live. Out of such a class trained in Pedagogy, it is possible to obtain teachers of broad and liberal culture. It is therefore to be expected that the movement to incorporate in connection with our great Universities a College of Pedagogy will have the effect to dignify the profession of teaching and to magnify the culture required to enter upon its activities.

THE EDUCATIONAL EXHIBIT AT NEW ORLEANS.

The Bureau of Education sends out a 28 page circular of information with respect to the Educational exhibit at the World's Industrial and Cotton Centennial Exposition at New Orleans. Educational Exhibits of all kinds are called for, concise histories of institutions of all classes, elementary and secondary instruction, buildings and grounds, furniture and fittings, scholars' work, text books, and books of reference, catalogues, etc. The object is to present justly and adequately, all phases of Education in the country. The urgency with which the Commissioner, Gen. John Eaton present the importance of this exhibit should insure a hearty response.

FROEBEL INSTITUTE.

The following card from Mr. Hailman will explain itself.

"I have still on hand 400 of the copies of Dr. Seguin's celebrated Report on Education, which he wrote as U. S. Commissioner to the Vienna Exposition. This is the remainder of the last edition of the book, which I donated to the Froebel Institute, of North America in order to enable it to organize the Madison meeting and pay its expenses. The book was worth originally $1, but I send it now for the Froebel Institute, post paid, for 50c. Persons who will send the annual membership fee of $1, will receive Dr. Sequin's Report, a copy of the proceedings of the Madison meeting, a volume of over 200 pp, and be enrolled as members of the Froebel Institute." Respectfully,

W. N. Hailman,
Pres. Froebel Institute, N. A.

Official.

Transferred Persons Liable to Library Tax.

[Letter Book G., page 536.] The library authorized by §4524 R. S., is to be established and conducted in connection with the common schools and by the properly constituted school board. The natural inference is that all persons transferred for school purposes to the city or town establishing such a library, should be entitled to its benefits, and should contribute to its maintenance. I hold therefore that the library tax provided for by §4525 should be levied upon all the property belonging to the school corporation, including such property of transferred persons as is made liable by §4468.

Special School Tax—How Levied.

[G. 537.] The local tuition tax authorized by §4469 R. S., is levied by the civil trustees of towns and cities, and they cannot be coerced as to amount. But in regard to the special school tax, authorized by §4467, it is held that the civil trustees have no control over it, but it is levied by the school trustees. I think therefore that if the school trustees file with the county auditor a certified statement as to the proper amount or rate of such special tax levied by them, and a demand that he make the assessment accordingly, the auditor would be outhorized to do so.

Trustees may Rent Buildings for use of Schools.

[G. 545.] The school board of a city proposes to enter into a contract with Mr. B., by which the said B. agrees to erect upon property belonging to himself, a school building suited to the needs of the city, and to lease the same to the school board for a term of years, upon certain agreed annual payments for rent, and at the end of such term to convey and warrant the said property to the school board without further consideration. School trustees are empowered by §4444 R. S. to locate schools, "and build or otherwise provide suitablr houses, furniture," &c· I think a school board has the power, under this statute, to rent buildings for school purposes, and such an arrangement as the proposed contract sets forth seemes to me entirely legal. It affords a means of securing school accommodations when a corporation is not able to raise funds for building purposes, on account of the constitutional limitation upon municipal taxation or for other reasons.

Colored Children—School Privileges.

[G. 561.] On page 76 School Law, edition of 1883, are the statute and rulings on the school privileges of colored children. In addition to what is there laid down, I can only say that every colored person of school age is entitled to receive instruction equal in amount and quality to that given to other children of the school corporation, of the same grade, or who have reached the same point of advancement. When a pupil has satisfactorily completed the course of study in the separate school provided for colored children in a town or city, he is entitled to pursue his studies in the higher branches in the school with the white children, if such higher instruction cannot be furnished in a separate colored school.

Enforcement of Course of Study.

[G. 562.] The management and control of the schools of a corporation are entrusted by law to the school trustees, and this control involves the power to make rules and regulations, and prescribe a course of study. It is only reasonable also that they should have the power to require pupils to pursue the studies of the course in the order prescribed. At the same time it seems unwise to force pupils who are not preparing to enter college, to study Latin, a study whose utility is questioned by many intelligent people. Arrangements should be made, if possible, by which such pupils could substitute some other study—German, for instance, or English history, or a more extended course in literature. In the higher grades, some flexibility in the course of study is always desirable.

The above are selected from my recent decisions.

John W. Holcombe,
Superintendent of Public Instruction.

Sept. 23, 1884.

Health.

For the reason that health is paramount to all other consideration we publish the following official circular, which will explain itself.

Office of Indiana State Board of Health,
Indianapolis, September 13th, 1884.

To County Health Officers:

The results of the sanitary surveys of the schoolhouses of Indiana demonstrates the fact that very many hygienic faults exist in connection with them and their surroundings. Many of these errors have been corrected, and school authorities have cheerfully complied with the request of health officers in this regard, but a new school year is about to be ushered in. Many of the houses were not occupied during the summer months, and we are satisfied that their surroundings and conditions need sanitary supervision. It is very desirable, therefore, that township and town trustees, and such other school authorities as are in your county, shall place in a good sanitary condition the various school-houses under control.

To secure a favorable hygienic condition for the schools, the following essentials are demanded:

A.—To clean all sources of water supply, and place them in good condition; and where houses have no supply of their own, to at once furnish one.

B.—In the absence of a better system. to prepare the windows and transoms so that ventilation can be had without causing draughts of cold air to come in contact with the pupils.

C.—To place the buildings in good repair, with tight floors, goods roofs, and underpinnings.

D.—To see that the yards and grounds do not admit of standing water, and to prepare gravel or board walks to keep the children's feet out of the mud.

E.—Suitable water closets for each of the sexes should be provided with every school-house. They should be situated far enough away from the house to secure privacy, and not be a nuisance. They should be kept in good repair, cleaned and disinfected at least twice a month.

F.—The rooms should be so warmed that all may be kept comfortable, stoves and furnaces safe and in good order.

G.—The rooms shold not be overcrowded. Not less than fourteen square feet of floor space and two hundred and fifteen cubic feet of breathing space should be allowed each pupil.

H.—Black-boards should not be placed between the windows, and the surfaces of the boards should be a DEAD BLACK, not GLOSSY.

I.—The light should, if possible, be admitted from the rear of the pupil; NEVER from the front.

J.—Desks and seats of different heights should be furnished, to suit the sizes and ages of pupils.

In order to insure immediate action, there is attached to this a blank order, which you will please fill up and issue to the proper authorities, and cause its enforcement.

By order of the Board.

E. S. ELDER, M. D.,
Secretary and Executive Officer.

Facts, Figures and Personals.

The Kokomo schools have 700 pupils.

Butler University reports an increased attendance this year.

P. V. Voris remains in charge of the Jamestown school another year.

C. O. Merica of DeKalb county is attending the Normal school at Valparaiso.

Prof. J. L. Rippetoe, Supt. of schools at Connersville, is at Greencastle this week visiting friends.

The number of students attending DePauw University is fully 25 per cent. in excess of any previous year.

Rushville never had a more auspicious opening of her schools. Baldwin expects to do something this year.

Miss Rosa M. Redding of New Castle has entered upon her work as Instructor in Science and English at De Pauw University.

J. L. Rippetoe, superintendent of the schools at Connersville reports a larger enrollment than ever before. The schools are in good shape.

James G. Campbell, of the Senior class, of DePauw University has been elected Professor of Penmanship in the Preparatory Department.

Dr. John Clark Ridpath has resumed his regular duties in DePauw University, at the same time reading the proof sheets of his great work "The History of the World."

The Hope Normal School and Business College made an interesting display of work done in drawing, penmanship and painting at the Bartholomew County Fair last week.

We are not surprised to hear that the Goshen schools open finely. W. H. Sims, the new superintendent, is an energetic school man and understands his business. Goshen is one of the handsomest towns in Indiana. They have first class school buildings and all needed appliances.

President Moss of the State University writes on the date of September 19th: "Our college year is starting off very encouragingly. The attendance is in excess of last year, our new college buildings are growing toward completion, our professors are faithfully at work, and everything bids fair for a pleasant and fruitful year."

Our thanks are due to R. A. Chase, of Plymouth, James Baldwin, of Rushville, Miss M. H. Mc Calla of Bloomington and others for their annual reports. We shall be glad to receive others within a few weeks, as it is our purpose to make a comparative review of courses of study in cities of similar proportions for publication in the WEEKLY.

A committee consisting of Charles O. Thompson, of Indiana; S. H. Peabody of Illinois; F. A. Walker, Massachusetts; G. Stanley Hall, Maryland; and B. H. Hinsdale, Ohio, was appointed at the late meeting of the National Educational Association to consult with a corresponding committee appointed by the American Association for the Advancement of Science, with reference to the preparation of a course of study for science teaching in elementary and secondary schools.

In a recent circular published by Cornell University, it is said that young women bear the strain of mental work quite as well as young men, and there is no more sickness among them; moreover, a larger percentage of them complete the course and graduate, and the average of scholarship among them is higher than among young men. This fact does not necessarily imply mental superiority— it results, doubtless, from the greater regularity with which they apply themselves to their tasks.

Prof. J. A. Zeller, late superintendent of public schools, of Richmond has gone west prospecting and we understand his objective point is Kansas City.

New York School Opening.

Ten thousand children in excess of the 123,702 of the corresponding occasion last year, applied for admission to the free schools of the city on Sept. 1st.

School No. 77, which is the new one on First avenue, is considered a model. It is built of brick and sandstone to the height of five stories, and will accommodate 3,000 pupils, who will reach their classes by fireproof staircases of iron and stone. A double fire escape, with two entrances on each floor extends down on one side of the building, and tubes connect every class room with the principal's desk, so that in any emergency he may be warned of it at once.

In the last fifteen years, from 1869 to 1884, the number of pupils at the public schools has increased from 80,000 to more than 130,000. The average attendance daily last year was 126,000 and that number will be augmented by 10,000 during the coming year.

The cost per year of the schools for the city is about $4,000,000. The cost for 1883 was $3,704,124.55. Compared with the other departments, the Police Department last year expended $3,426,130; the Board of Public Works, $2,554,900; the Fire Department $1,585,945. About one hundred and fifty new teachers will be appointed from the graduates of the Normal College and from those who have passed examination and been given licenses by Superintendent Jasper. There are already 2,826 lady teachers and 214 gentlemen, whose whose salaries range between $700 and $2,000 a year.

The Board of Education passed a resolution abolishing the colored schools, and have organized a grammar school to take possession of their principal building.

Complimentary.

We clip the following complimentary notice of Indiana Teachers from the *Moderator*. Mr. Ford has a wide experience among Educators and his views are entitled to consideration.

"Returning from a tour of institute work in our sister State, I am moved to send you some notes of the progress so noticeable, and indeed remarkable, in the educational affairs of Indiana, since I faced my first institute there, nearly twelve years ago. Beginning with the institute, themselves, they are vastly better organized and conducted than of old. More money is obtained for them in various ways, and the instruction has greatly improved. Prof. Payne and others of our Michigan workers are frequently called into service there and I am happy to say are favorite instructors. The instruction is almost exclusively pedagogic, and follows generally the lines prescribed by the admirable "Outline of County Institute work," of which yearly numbers have been issued by the State Board of Education. Note-taking is almost universal, and members stand occasional drills by teachers with creditable promptness and accuracy. The much abused system of 'critics" seems to be abolished. More attention is given to punctuality and regularity of attendance. At our Muncie institute, conducted by Superintendent Lewellen, the roll rapidly called itself by numbers at the opening of each session, and after every exercise (followed by a brief recess) the monitors in charge of the several ranges of seats as rapidly reported absences which were carefully recorded by a secretary, and required excuse to avoid non credit of attendance.

"The teaching corps of Indiana, I am sure, has much improved. The very development of her superb railway system, her industries, and her higher civilization, has had a quickening effect upon all intellectual workers, and not least upon these. They are better cultured.

"At several of the institutes I had the happiness to meet the Hon. John W. Holcombe, Superintendent of Public Instruction for Indiana. He is a Harvard graduate, and a superior example of the business man in the right place. Young, slight, pale, thin-faced; faultlessly but most moderately dressed; quiet and gentlemanly, thoroughly affable and approachable, he is deservedly, I should suppose, with all parties a popular and successful officer. When he speaks, in private or institute talk, it is English he speaks, not a dialect based upon English. He has yet served but a part of one short term; but has shown extraordinary ability in organization and the management of business details, while he has done himself no discredit in the higher work of his office, notably in important conventions at Louisville and Washington, where I am informed his efforts attracted much favorable attention."
—*H. A. Ford.*

It will well repay one to visit that excellent institution, H. B. Bryant's Chicago Business College, where so many of our young men and woman are now educated for the practical duties of life.

The Teachers' Co-operative Association, of Chicago, announce a new branch office at Lincoln, Neb., Miss L. Margaret Pryse and Miss Jennie Denton, Editors of "School Work," managers. All applicants are registered at Allentown, Penn., and Lincoln, Neb., without extra charge.

"The managers of the St. Louis Exposition have designated "Sept. 30th as a special "WABASH DAY," and extraordinary efforts "will be made to entertain visitors from points on the line of the "WABASH, ST. LOUIS & PACIFIC RAILWAY on that day. Excursion "tickets to St. Louis and return will be sold at rate of about ONE "CENT PER MILE. For particulars inquire of Ticket Agents."

On September 28th the WABASH will open a new line, from St. Louis to the East via DETROIT and NIAGARA FALLSin connection with the Grand Trunk Railway.

Through PULLMAN SLEEPING CARS between St. Louis and Boston will be placed on this new line, leaving St. Louis daily, excepting Friday, at 6.40 P. M:, via the following route:

Wabash, St. Louis & Pacific Railway to Detroit; Grand Trunk Railway to Niagara Falls; New York. West Shore & Buffalo Railway to Rotterdam Junction; Boston, Hoosac Tunnel & Western to North Adams; Fitchburg Railroad to Boston;

The Car leaving St. Louis on Fridays goes only as far as Rotterdam Junction.

This line of Pullman Sleepers does not in any manner interfere with our through Wagner Sleepers to New York and Boston, which leave St. Louis daily running via Toledo, L. S. & M. S., N. Y. C. & H. R., and Boston & Albany Railroads.

Wanted Teachers!

TEACHERS looking for a more desirable position or a larger salary, should rogister with us at once. We do what no other agency does, viz., we notify every teacher registered with us of every vacancy on our lists. We pay $10 (ten) for information of vacancies which we fill. All communications strictly confidential. Send postal now for particulars. The work of this agency extends throughout the United States.

WEBB'S "EZY SPELING," 15 CTS. We will pay $25 00 for longest and best list of words for publication to illustrate the rules in Webb's "Ezy Speling." We have 200 vacancies for which we have no applicants. Hints to teachers on "How to apply for a position," mailed on receipt of 15c. **School for sale, $500, $1500, $3500, $7000.**

Refer to I W Case, Publisher School Herald, Chicago; D H Smalley, N W School Supply Co; Prof A Markham, Milwaukee, Wis; Wm Tibbals, Escanaba, Mich; Supt B M Reynolds, Faribault, Minn.

THE TEACHER'S CO-OPERATIVE ASSOCIATION & GENERAL AGENCY,
38 Madison St, Chicago, Ill.

# THE VANDALIA LINE
FROM
Indianapolis tc the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis.....lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

☞PARLOR CARS run on "No. 1," Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

☞A LOCAL PULLMAN SLEEPING CAR is run on "No. 7," from Indianapolis to St. Louis. The same is placed on side track at Indianapolis, and is open at 8 o'clock p. m. for the reception of passengers, who may thus retire early and obtain a full night's rest.

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For Maps, Time Tables and other information, call on Station Agent, or address General Ticket Agent, Cincinnati, Ohio.

EO. S. GRISCOM, Gen'l Sup't. **SAM'L STEVENSON.** Gen'l Ticket Agt.

PAN-HANDLE ROUTE.

Time Table of Through and Local Trains

Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

Pullman's Palace Drawing Room, Sleeping and Hotel Cars through to Pittsburgh, Harrisburgh, Philadelphia and New York, without change. Only one change of cars to Baltimore, Washington and Boston.

Through tickets to all Eastern Cities on sale at all principal ticket offices in the West, at Union Ticket Office, No. 16 North Meridian Street, and at Union Depot ticket office, Indianapolis, Ind.

Sleeping car Berths may be secured in advance by applying to Ticket Agents at City Office or Union Depot, Indianapolis, Ind.

JAMES McCREA, Manager, COLUMBUS, O. **E. A. FORD,** Gen'l Pass. and Ticket Agt.. PITTSBURGH, PA.

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4 Solid Daily Trains (each way) Between Cincinnati and St. Louis.

3 Solid Daily Trains (each way) Between Cincinnati and Louisville.

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ONLY TEN HOURS TIME BETWEEN

CINCINNATI & ST. LOUIS

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ONLY DIRECT LINE TO
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Fast time, Good Cars, Perfect track, and running through the most populous country, with every appliance for comfort and speed, running within stone throw of Lake Erie; and winding down the beautiful HUDSON RIVER.

Best Road-bed & Safest Road East.

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Shortest, Best & Most Popular Line to
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These are rare advantages. Speed and safety.

Ask your friends if they have ever ridden over the "Jeff" and they will answer "yes, always take the old reliable."

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The FACULTY consists of nine Professors. The *Courses of Study* are, the Classical, the Philosophical, and the Scientific. These include, as subordinate courses, Preparatory, Bible, English, Scientific, and Normal courses. There will be classes every term in advanced Arithmetic, Grammar, Algebra, Penmanship, Book-keeping, and Music, instrumental and vocal. Ladies received on same terms as gentlemen. All fees, $9 75 per term. Board in Hall at cost, about $2 70 per week, including room rent.

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Hope, Bartholomew County, Indiana.

The Columbus, Hope and Greensburg R. R. passes near the campus, thus making the Institution readily accessible from all parts of the State.

Grounds Beautiful, Buildings Commodious, Apparatus New.

The following Departments are now in successful operation: Normal Commercial, Music, Fine Art (Oil Painting), Wood Carving, Photography. Instrumental Music and Telegraphy will be added during the Fall Term. In this Institution **THE NORMAL COURSE** meets the wants of Teachers who are just entering the profession; of Teachers who are desirous of studying their profession, and who regard **Thorough Scholastic Preparation** as an essential condition for success, or those who aspire to advanced positions, in which a higher and broader culture is required. **The Commercial Course** thoroughly prepares young men and women for the various departments of business. It embraces Commercial Arithmetic, Commercial Law, Penmanship, Bookkeeping, Banking, Railroading, etc. **Many young people find their education deficient** because they had not the opportunity of attending a good school in early life. Beginning and Advanced Classes in the Common Branches are arranged for those who would be embraced in similar classes in the public schools.

Students may enter at any time and select subjects from the Normal and Commercial Department without extra charge.

TUITION:—For a term of Ten Weeks, $8; board from $1 70 to $1 90 per week; furnished rooms from 30c to 50c per week.

Fall Term begins Aug. 19, 1884; **First Winter Term** begins Oct. 28, 1884.

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LOCATION, Berea, O. Thorough and Economical, Classical, and Philosophical Courses open both to young men and young women. Elegant hall for ladies. Send for a Catalogue.

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OUR NEW SCHOOL AIDS are the best and cheapest system for conducting schools in good quiet order. Each set contains 150 pretty chromo credit cards, 50 large beautiful chromo merit cards, and 12 large elegant artistic chromo excelsior cards, price per set $1; half set 60c. 500 new designs brilliant artistic chromo school reward, excelsior, merit, credit, diploma, birthday, easter, friendship, remembrance, address, visiting, christmas, new year, scripture and gift cards at 5, 10, 15, 20 and 25c per dozen. Large set samples 15c. If you do not care to order samples send any amount you wish; stating number and kinds of cards wanted and we will surely please you. Price list, order blanks, return envelopes free. All postpaid by mail. Stamps taken. Please send a trial order. FINE ART PUB. CO., Warren, Pa.

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BELOIT, WIS., July 31, 1883.

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Last April, being then in charge of a large public school, but desiring a position in some good academy or college, I placed my name with your Bureau. During the first part of the present month I received notice from you of a vacancy in such a place as I desired.

Putting myself in communication with the party concerned I received the appointment. I am well satisfied with the management of the Bureau, and feel sure that it fills a useful and necessary place in our school economy. You are at liberty to use my name if you wish.

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Headmaster, Markham Acad'y, Milwaukee, Wis.

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The ACADEMIC COURSE prepares the student for all business pursuits.

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Students may enter at any time, select the studies they desire, and progress as rapidly as they can. Classes are organized every ten weeks.

Terms begin October 6, Dec. 29, March 8, May 17, July 19.

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When he travels wants to go quick, wants to be comfortable, wants to arrive at destination on time, in fact, wants a strictly business trip, and consequently takes the popular Wabash Route, feeling that he is sure to meet his engagements and continue to prosper and be happy.

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Has long since chosen the Wabash as the favorite route to all the summer resorts of the East, North and West, and winter resorts of the South, as the Company has for years provided better accommodations and more attractions than any of its competitors for this class of travel. Tourist Tickets can be had at reduced rates at all principal offices of the Company.

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Will find the Wabash the most convenient route to all the noted health resorts of Illinois, Missouri, Arkansas and Texas, and that the extensive through car system and superior accommodations of this popular line will add greatly to his comfort while en route. Pamphlet descriptive of the many celebrated mineral springs of the West and South sent free on application.

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Can get the information necessary to secure safe and profitable investments in agriculture, stock-raising, mining, lumbering, or any of the many inviting fields throughout the South and West, by addressing the undersigned.

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OFFICERS.—Richard Nelson, Pres.; R. J. Nelson, Vice Pres.; Benj. E. Hopkins, Treas.; Ella Nelson, Secretary.

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THE NELSON BUSINESS COLLEGE, S. E. corner Fourth and Vine streets, Cincinnati, RICHARD NELSON, President; established twenty-seven years.

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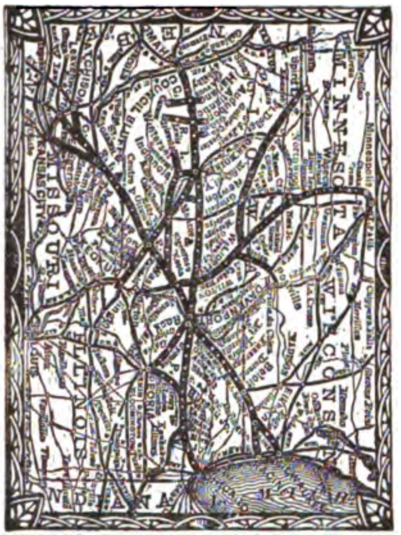
A MAN

WHO IS UNACQUAINTED WITH THE GEOGRAPHY OF THIS COUNTRY WILL SEE BY EXAMINING THIS MAP THAT THE



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By the central position of its line, connects the East and the West by the shortest route, and carries passengers, without change of cars, between Chicago and Kansas City, Council Bluffs, Leavenworth, Atchison, Minneapolis and St. Paul. It connects in Union Depots with all the principal lines of road between the Atlantic and the Pacific Oceans. Its equipment is unrivaled and magnificent, being composed of Most Comfortable and Beautiful Day Coaches, Magnificent Horton Reclining Chair Cars, Pullman's Prettiest Palace Sleeping Cars, and the Best Line of Dining Cars in the World. Three Trains between Chicago and Missouri River Points. Two Trains between Chicago and Minneapolis and St. Paul, via the Famous

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A New and Direct Line, via Seneca and Kankakee, has recently been opened between Richmond, Norfolk, Newport News, Chattanooga, Atlanta, Augusta, Nashville, Louisville, Lexington, Cincinnati, Indianapolis and Lafayette, and Omaha, Minneapolis and St. Paul and intermediate points.

All Through Passengers Travel on Fast Express Trains.

Tickets for sale at all principal Ticket Offices in the United States and Canada.

Baggage checked through and rates of fare always as low as competitors that offer less advantages.

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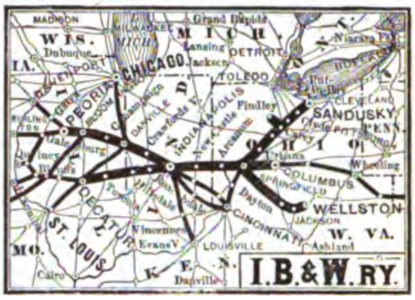
THE GREAT THROUGH ROUTE Between the

EAST, WEST, NORTH and SOUTH.



This Great through Route is now completed and in full operation, running through Passenger Trains Daily as follows: Three solid trains each way between Columbus, Indianapolis and Peoria. Two trains each way between Columbus, Indianapolis and Decatur. Two trains each way between Sandusky, Indianapolis, Peoria and Decatur. Two trains each way between Sandusky, Dayton and Cincinnati. Three trains each way between Sandusky, Springfield and Columbus. Four trains each way between Columbus, Springfield, Dayton and Cincinnati. Two trains each way between Columbus, Springfield, Indianapolis and Chicago, with Sleeping and Reclining Chair cars on Night Trains, and Elegant Parlor and Modern Day Coaches on Day Trains.

Its track is laid with HEAVY STEEL RAILS, thoroughly ballasted, with easy grades and few curves. Traveling as it does the heart of the three great States of Ohio, Indiana and Illinois, uniting in close business relationship the capital cities of the first and second, with the second city of the third, and passing through a large number of the most important cities and towns in each, and with all its central location makes it the

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C. E. HENDERSON, Gen'l Manager. H, M. BRONSON, Gen'l Ticket Agt

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Ft. Wayne, Cincinnati & Louisville R. R

CONDENSED TIME CARD.

In Effect June 8th, 1884

GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	......
Greensburg	Lv	10.28 "	......
Louisville	Lv	7.00 "	......
North Vernon	Lv	9.20 "	......
Rushville	Lv	11.25 "	......
Connersville	Lv	10.10 "	......
Cambridge	Lv	10.47 "	......
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1 51 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9 31 "
Fort Wayne	Ar	3.50 p.m.	10 10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	......
Connersville	Ar	3.52 "	......
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	......
Louisville	Ar	8.00 "	......
Greensburg	Ar	5.15 "	......
Cincinnati	Ar	7.10 p.m.	......

Central Standard Time, which is 28 minutes slower than Columbus, Ohio time.

Round Trip Tickets, at special low rates are now on sale to the Hunting Grounds of the North and the Winter Resorts of the South.

GEO. B. CAMPBELL, Gen'l Ticket Agent.
W. WORTHINGTON, Gen'l Snpt.

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Buy of the Manufacturers Themselves all You Need for an Outfit!

The improved and only dove-tailed and steel-doweled School Desk is the "TRIUMPH," both STATIONARY and FOLDING TOP.

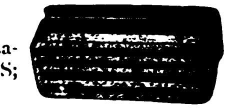
Remember that creaky wood standards are out of the question if you want a desk that will stand and also be handsome! OUR AIM was to make the best Desk in the world. We think we have proof that we have succeeded.

"*One Million of these Desks in Ten Years,*" proves *Something*!!

GLOBES of our own make, with the best Edinburgh imprint; unequaled in beauty and strength. We make them 3, 5, 6, 8, 12, 18, and 30 inches in diameter, mounted for Schools or Libraries.

Andrews' new LUNAR TELLURIAN GLOBE.—the finest thing in the world for showing change of season, phase of moon, etc.

Andrew's Dustless Erasers,



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AN IDEAL SCHOOL.

After a year of unparalleled prosperity, THE CENTRAL INDIANA NORMAL COLLEGE sends greeting to its many friends, and solicits the careful and earnest consideration of all friends of education to its many points of excellence. Good health, good behavior, good work and good results, are prominent characteristics of the school. Discontent is a stranger among its students; to satisfy their needs is ever uppermost in the minds of the teachers. There is no "lumping," "job-lot" system of instruction in its plan of work. Each student receives individual attention. The timid are at no time neglected because it is easier to teach those that are more inclined to recite. Good influences are thrown about the students, both in the school and city—none ever go astray. There is no sympathy between anything immoral and the Normal. The students meet with unbounded success, not only while here, but after they go into active life. The curriculum has been arranged with a view to giving a thorough-going, practical education.

EXPENSES.

Tuition per term (this pays for all the departments)	$8 00
Good Board per week	1 50
Furnished Rooms per week, 35 cents to	50
Private Board and well furnished room per week, $2 00	2 25

$26 in advance, pays for Board, Room Rent and Tuition for one term of ten weeks. We guarantee that the expense shall not exceed the rates given. Whatever is above this will be paid by us.

First term of school year opens August 19th, and continues 10 weeks. Students can enter at any time and find classes to suit them.

THE SCHOOL IS OPEN TO VISITORS AT ALL TIMES, and a most cordial invitation is extended to parents, teachers, and all interested in the cause of education, to visit the school and examine the work.

Before deciding where to attend school, please send for descriptive circular, and compare our advantages with those offered by other institutions.

Address, **A. F. KNOTTS, Ladoga, Ind.**

CENTRAL NORMAL COLLEGE

Danville, Indiana.

Fall session begins Tuesday, September 2, 1884. Tuition $8 00. Room rent 50 cents; Board $1 50; $27 00 will pay board, rent and tuition for an entire term of ten weeks.

NO SALOONS. A healthy, accessible, intelligent locality. A popular, progressive, independent, successful school. An annual enrollment of over 1000 earnest, enthusiastic, moral young men and women. All grades of classes. Students select their studies.

ROOMS ARE IN PRIVATE FAMILIES. Catalogues free.

Mrs. F. P. ADAMS,
Principal.

J. A. STEELE,
Vice President.

Northern Indiana Normal School

—AND—

BUSINESS INSTITUTE,

VALPARAISO, - - - INDIANA.

To the School, the past year has been one of unusual prosperity, and the prospects for the future were never more flattering. The institution has enjoyed a growth and prosperity unparallelled in the history of schools. It was organized September 16, 1873, with 35 students in attendance. The number has increased until now this is the LARGEST Normal School in the United States. This continued growth is one of the best evidences of the School's worth. While we make a specialty of Training Teachers for their work, yet the student has the advantage of the following courses of study without extra charge: Preparatory, Teachers', Collegiate, Special Science, Engineering, Penmanship, Elocution, Fine Art, Music, Law, Literature, Telegraphic, Phonographic and Review. From the beginning of the school, none but experienced teachers have been employed. ☞ Specialists are provided for each department. ☜ We do not call attention to this boastingly, but because it is supposed that specialists are employed in endowed institutions only. Educators, without exception, who visit the school are delighted with the work, and give us the strongest testimonials. In connection with the Normal there is one of the **MOST THOROUGH COMMERCIAL COLLEGES IN THE LAND.** It is conducted on the Actual Business Plan, which affords advantages found at no other place. The school is provided with a more complete Library than is found at any other Normal school, and an abundance of apparatus for the elucidation of every subject has been supplied; in fact no means have been spared in providing everything that will in any way advance the interests of students, and give to them all the advantages of older and endowed institutions, and at an expense which is less than at any other place. Tuition $8 per term; this pays for all departments; good board and well-furnished rooms, $1 70 to $1 90 per week, never exceeding the latter: The boarding department is under our immediate supervision, hence, much better satisfaction can be given than where it is controlled by disinterested parties: As a result of all these advantages, there is no other school of equal age that has one-third as many of its students filling *Important Positions*, and the demand for Teachers and Business men trained here is always much greater than we can supply.

Before deciding where to attend school, send for our large catalogue, which gives course of study and full particulars concerning the institution; sent free.

Address H. B. BROWN, Principal, *or* O. P. KINSEY, Associat Principal.

CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

Educational Weekly.

CRISP, IMPARTIAL, DECIDED.

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PUBLISHES THE OFFICIAL DECISIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

VOL. III INDIANAPOLIS, INDIANA, OCTOBER 4, 1884. No. 12

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VOL. III INDIANAPOLIS, INDIANA, OCTOBER 4, 1884. No. 12

Current Events.

September corn sold at $1.00 in Chicago Tuesday.

Mr. Blaine's visit to Indiana has been postponed until the second week in October.

Secretary of War Lincoln has decided in favor of the admission of colored men in the signal corps.

Over 16,000 negroes have emigrated from the United States to Liberia, and others are constantly going.

The federation of trade and labor unions of the United States and Canada will hold a meeting at Chicago, October 7 to 10.

Severe storms passed over western Pennsylvania and central Mississippi Sunday. Considerable damage to property was done.

The depression in the wool trade at Philadelphia is something remarkable. Business is practically at a stand-still. The mills are running on half time, or about to close, or are closed.

The appointment of Judge Gresham to be Secretary of the Treasury is not temporary but permanent. It is intimated that Justice Bradley, of the Supreme Court, will retire in a few months, and that that position will be tendered to Judge Gresham.

Foreign.

THE CHINA IMBROGLIO.

It is reported that the Empress of China has decided to conclude a peace with France. It is stated that Admiral Courbet has expressed the opinion that, while the occupation of Kelung, on the island of Fomosa, will have a certain amount of favorable influence for the French flag in China, yet he believes nothing short of a march upon Pekin and actual occupation of the Chinese capital by French troops will suffice to compel the government of China to accept the demands made by the French government. A Hong Kong dispatch says the antagonism towards Europeans is increasing on the part of the Chinese, consequent upon the government compelling Chinese laborers to assist in unloading French vessels.

AFFAIRS IN EGYPT.

Messengers declare the rebels are unable to move on account of many of their number who are suffering from wounds. The great leader, Osman Digma, has only two hundred followers at Tamai. The rest of his men have been dispersed through want of supplies. It is expected that the Egyptian government will simply make a formal acknowledgment of receipt of the protest against the suspension of the sinking fund, which was presented yesterday by the representatives of Germany, Austria, France and Russia. Le Paris (newspaper) says: "The powers inform England that she has gone too far in prompting the Egyptian government to break the international law in regard to Egyptian finances." "England," the same paper says, "cannot be allowed to dispose of Egypt as she likes." It is understood that General Lord Wolseley has positive orders from the War Office for General Gordon, directing him to hasten the evacuation of Khartoum.

CHILI AND PERU.

The great question at present in Chili is the definition of relations between Church and State. There has been a good deal of discussion on the subject in Congress, but liberal ideas seem to prevail, and complete separation of the government and church seems probable. The Chambers of Deputies has approved of the arrangement by arbitration of the claims of German and Belgian subjects arising out of the late South Pacific war, and peace is apparently about to be restored to those much agitated republics. Advices from Lima state the revolution is apparently drawing to a close.

THE FRANCHISE BILL.

Apropos of the popular agitation in favor of the franchise bill the London Truth says: "The Cabinet is greatly impressed by the attitude of the country and have resolved to create fresh peers if a small majority of the House of Lords reject the franchise bill a second time. If, however, the bill is rejected by a large majority, Parliament will be asked to express its views regarding the future constitutional position of the House of Lords either by resolution or by an address to the Crown. If a disolution of Parliament is brought about this autumn, the country will be consulted, not regarding the House of Commons, but regarding the House of Lords.

State Board Questions for September.

Theory of Teaching.

1. What is it to govern a school? For what purpose is a school governed? 2-60.
2. What are the characteristics of good school government? 20.
3. What is punishment? What are the objections to governing a school by punishments? 2-10.
4. What are the objections to governing a school by a list of rules? 20.
5. Why is corporal punishment a bad form of correction? 20.

Reading.

1. What is the word method of teaching beginners to read? 10
2. What is the phonic method? 10.
3. When and how should these methods be combined? 10.
4. What evils are chiefly to be guarded against in reading poetry? 10.
5. What things are to be taught of each new word in a lesson? 10.
6. Read a selection. 50.

Orthography.

1. What is a letter? What is the power of a letter?
2. Into what two general classes are the vowels divided? Give two examples from each class.
3. Of what use are silent letters?
4. How many sounds has u? Illustrate each by writing a word and giving its proper marking.
5. Divide into syllables, accent and give the diacritical marking of the following words: Fatiguing, legislature, programme, moisten, and baker.

Arithmetic.

1. In a village some of the walks are 76 inches wide, some 70 inches, and others 84 inches. What is the width of the widest flag that will suit all the walks?
2. Two men dug a ditch for \$53; one man worked $3\frac{1}{2}$ days and dug $14\frac{1}{2}$ rods; the other worked as many days as the first dug rods per day. How much did each receive, if they shared in proportion to the time they worked?
3. Find the sum of $3\frac{1}{4}$, $6\frac{3}{7}$, $8\frac{9}{16}$, $65\frac{3}{8}$; reduce the fractional part to a decimal and extract the cube root of the result. Extend the result to two decimal places.
4. Reduce 1,567,804 sq. in. to compound numbers.
5. A gentleman traveling, found, on arriving at his destination that his watch, which kept correct time, was 1 hour and 11 minutes slow. In which direction was he traveling? How many degrees had he traveled?
6. A man bought 63 kegs of nails, each keg containing 100 lbs. at $4\frac{1}{2}$ cents a pound, and sold $\frac{2}{3}$ of them for what $\frac{1}{2}$ of them cost; what per cent. did he lose on the part sold?
7. What is the interest of \$125.50 for 7 months and 10 days, at 7%?
8. What principal will produce 146.05 in 7 months, 14 days, at 6%?
9. A dog is chasing a rabbit which is 145 rods the start of the dog. The dog runs 19 rods while the rabbit runs 17. How far must the dog run before he catches the rabbit?
10. Extract the square root of 4.932841.

Penmanship.

1. Where should the shade occur in the t and d? Hight of t and d compared with h?
2. Why should the teacher keep the writing material in charge? How would you take up the copy books at the close of an exercise?
3. What is meant by spacing? What space should be allowed between letters in a word?
4. Where should we begin in forming the small letter? Where end?
5. What capital letterr should be commenced three spaces above the base line?

NOTE.—Your writing, in answering these questions, will be regarded as a specimen of your penmanship, and marked 0–50

Grammar.

1. In what distinctively different ways may the meaning of any word be modified? 10
2. In what does a compound sentence differ from a complex? Write an example of each. 10.
3. Write a sentence in which the subject, predicate and copula are employed; one in which but one word is employed to make the sentence. 3-3-4.
4. In what does the disciplinary value of the study of Grammar chiefly consist. 10.
5. Correct the following, if wrong, and give reasons: "I intended to have gone, but was prevented by the weather." 10.
6. What are the principal parts of a verb, and why are they entitled to be so ranked? 5-5.
7. Analyze the following: "It is better to write one word upon the rock than a thousand upon the water or the sand."
8. What are the several offices which a participle may perform? Give an example of each. 5-5.
9. What three parts of speech may connect clauses? Give an example of each. 5-5.
10. Parse the italicized words in the following: "My friend is *about to leave* me."

U. S. History.

NOTE.—No description to exceed six lines.

1. Who were the first inhabitants of this country of whom we have any traces? What were their characteristics? 5-5.
2. What reason can be given why the English, French and Dutch, should land on the northern coasts of this country and the Spaniards on the southern? 10.
3. What two great companies were chartered to settle the English possessions in this country? By whom was their charter granted? 3, 3, 4.
4. What was Bacon's rebellion? What were its results? 5, 5.
5. What two great principles did Congress adopt on the recommendation of Hamilton? What three measures did they adopt to carry out these principles? 5 pts., 2 ea.
6. What relation did the Kansas-Nebraska Bill bear to the Omnibus Bill, and to the Civil War? 5, 5.
7. What singular coincidence, concerning the first shedding of blood, occurred in the Revolutionary and Civil Wars? 10.
8. What was the effect of the first Bull Run fight? 10
9. What were the results of the Civil War on foreign nations? What on our own? 5, 5
10. What important arbitration grew out of the alleged violation of the Neutrality Laws by England? What were the results of this arbitration? 5, 5.

Physiology.

1. From what direction should the light shine upon a pupil's book or desk? 10.
2. Name the three most important disinfectants. 3 pts. $3\frac{1}{3}$ ea.
3. What is the necessity of ventilation? 10.
4. How does clothing prevent the body from becoming cold? 10.
5. What is a simple reflex action? 10.
6. In the production of muscular force, what change takes place in the muscular fibres? 10.
7. Why is a mixed diet necessary? 10.
8. What changes takes place in the constitution of the bones as the body grows? 10.
9. What is intestinal digestion? 10.
10. What are the difference between venous and arterial blood? 10.

Geography.

1. Describe the North Sea, or German Ocean.
2. What city in Europe is built on many islets of the sea?
3. Describe the Vermillion Sea, or Gulf of California.
4. Mention and locate five mountains in North America.
5. By what nation of South America is the Portugese language spoken? What language is spoken by the other nations?
6. Describe the natural and political features of Central America.
7. Describe the Suez Canal. What new city is at the north entrance?
8. Where do the Dutch live? Describe their country.
9. For what is Saratoga noted? St. Augustine? Vincennes? Chicago? Newport?
10. To what race do the Esquimaux belong? The Sioux? The Siamese? The Hindoos? The Turks?

Pedagogics.

The Teacher and Methods.

HOWARD SANDISON, STATE NORMAL SCHOOL.

As to the teacher and his mastery of methods, various views are held:

1. That a knowledge of methods is not essential to the highest efficiency, but that a liberal education, i. e., scholarship, is the requisite.
2. That to a mastery of the subjects to be taught must be added a general knowledge of the general or fundamental principles of the science and art of teaching.
3. That to a thorough knowledge of the subjects must be added a clear knowledge of both the general features and the details of a specific method of each subject.
4. That "1" and "2" are the requisites.
5. That "1" and "3" are the requisites.
6. That "1", "2" and "3" are the requisites. Each of the views adduced, except the last, involves fallacy and incompleteness. Scholarship, if combined with natural aptitude in imparting, can accomplish *much* in teaching; these, and a general knowledge of the general or fundamental principles of teaching, *more*; all the foregoing, combined with a thorough mastery of a specific method of each subject in general and in detail, *most*.

The condition of the teacher's mind as to method, then should be a knowledge of method in the comprehensive sense indicated in the following:

Method.
1. Scholarship, i. e., a mastery of the principles and facts of the subjects.
2. A general knowledge of the fundamental principles of teaching.
3. A definite knowledge of the general and specific nature of the method, of each subject.

The comprehension of the specific method of any subject must be thorough enough to reach its rational basis, i. e., it must be seen to rest upon the nature of the pupil's mind in various stages. The first is, and has long been, generally admitted; the second is beginning to be. The teacher, through any specific method, is assumed to be cultivating the mind. But this cannot be done unless the teacher has an insight into mind action, and knows that the method is based upon the laws of such action. Unless such is the case, "Education might recognize certain faculties in operation, but others, which ought to be active but are dormant, it would not notice; it would meet with obstacles to progress which it could not remove; errors of conduct to which it could apply no remedy; it would give preference to those motives which we most easily obey, rather than to the highest."

Its methods, not founded on principles, would be a thing of accident; at best a combination of expedients with no consciousness of one purpose; if right at any time, right only by chance; most probably a confession of methods, undoing at one time what has been done at another; feeble and irregular, wanting both the power to mould and the beauty to attract. Mere empirical teaching, it is true, may not be altogether unproductive of valuable results; by closely following prescribed laws, much good may be done. But much more can be done if the ground and spirit of these laws are comprehended; while many cases must arise which the prescription does not provide for. Moreover, it will doubtless be conceded, that it is better to be a conscious than an unconscious agent; to be rationally adapting means to ends.

Notwithstanding a method may be rational, it should not be applied rigidly and unvaryingly in every school and under all circumstances by any teacher, nor should its interpretation and application be precisely the same in the same school and under the same circumstances by different teachers; *i. e.*, since a method is made by which one mind addresses other minds, it should be so individualized by the teacher as to be adapted to the natural and acquired aptitudes of both the mind addressing and the mind addressed.

This is merely to present the evident truth that the intelligent teacher is of more importance than his methods; that his sympathy with the minds to be addressed, his force of personal character, and the degree of interest and intelligence with which he is able to invest a method, must always transcend its mere technical propriety.

Each individual teacher should adopt that method which is best suited to his natural aptitudes, and in which he has the strongest rational faith, relying on the thought that a sympathetic, earnest and judicious manner of dealing with the pupils will secure success, whether the given method is strictly rational or not; since it is moral considerations which determine the progress of the pupils, rather than the intellectual propriety of the method employed. In this thought lies the explanation of the success that has attended the use of the alphabetic, phonic, and the various other methods which are not in all respects in thorough accord with the principles of mental activity. The teacher who introduced them, and many who afterwards employed them with success, believed in them and applied them, with devotion.

It may be reasonably held, however, that the success in such cases was not at all commensurate with what it would have been, had these teachers thoroughly comprehended the nature, in general and in detail of a specific method for the given subject that was more rational and harmonious, and then had invested it, in its application, with their personality and devotion.

Educational Miscellany.

The Indiana Teachers' Reading Circle.

OUTLINES.

[WORK IN BROOKS' MENTAL SCIENCE, (FOR OCTOBER, 1884, PAGES 13-40.) BY R. G. BOONE.]

I. Definitions of Terms. Dictionaries and Word Books should be used with all words not well-understood; but they will need to be used studiously and patiently for the following terms: 1. Empirical. 2.

Deduction. (See Crabb.) 3. Phenomena. 4. Classification. (See Crabb.) 5. Abstraction. 6. Intuition. 7. Conception (See Crabb.) 8. Science. Philosophy. 9. Generalization.

II. Biographies. Short life-sketches of the following characters should be read in their appropriate connection. Any good encyclopedia will serve for the present need. 1. Aristotle. 2. Descartes. 3. Kant. 4. Hamilton. 5. Upham. 6. Huxley.

III. Items of special Professional Import. 1. Attention. (See Crabb.) 2. Culture vs. Instruction. (See Crabb.) 3. Faculty vs. Capacity. (See Crabb.) 4. Induction. 5. Principles 3, 6, 10, (pp 37, 38, 40.)

IV. Special References. With Chapter 1, read Haven's Mental Philosophy, pp. 15–27. With Chapter III, read Haven, pp. 29–35.

V. Summaries. At the close of the month's reading, each one should make careful summaries of the following points. Let these summaries be made *methodically*, in the teacher's own words, and while the matter is fresh in mind. Such summary is a kind of tying together of the essential facts of the month's learning, and is therefore chiefly valuable.

1. The products of each of the three classes of Mental Faculties.
2. A list of the subordinate powers of each of the three classes.
3. The Principles of Mental Culture.
4. The Characteristics of Mental Science.
5. The Advantages of a Study of Mental Science.
6. The Characteristic Differences of Mind and Matter.

General History. By Hubert M. Skinner.

The oldest history is also the newest. Among the most marvelous achievements of science in this wondrous age are the results of Egyptian and Aryan researches. The Rosetta stone, turned up by the workman's spade in the mud of the Nile, furnishes the key to unlock the secrets of forty centuries.. A throng of copyists and translators have spent a life-time among the silent ruins of the land of the Pharaohs, reproducing in modern tongues the history, the poetry, the law, the religion and the science of the earliest civilization. More favored than the sixty generations that have lived before us, to us is it given to read what to them was a sealed volume.

A still more marvelous triumph is the development of Aryan history. No pyramids, no walls, no ruins of cities, no carved stones remain upon the land of the ancient Aryans, the forefathers of our race. No trace of them whatever is to be found in the material world. No record of that primitive people was ever written in any of the ancient histories. How has the story of their life been read? The new science of comparative philology has wrought this result. It was shown us the ancient Aryan home; the husbandman with his bronze plow; the shepherd with his flock and his dog; the carrier with his bronze-wheeled cart; the instructor with his decimal system, his lunar division of time, and his pure conception of Deity. It has revealed the fact that the Hindoos and the Persians, the Greeks and the Romans, the Celts, the Teutons and the Slaves are all one people—of one common ancestry and heritage. It tells the millions of subjects in India that their empress Victoria is not a foreign monarch; that the opening of the portals of the East means only the reunion of brothers long divided.

Such is the History which first claims the attention of the Reading Circle. In the volume selected it is thoroughly condensed, and will require careful and attentive perusal.

First Week. 1. The central point in history. Error in our chronology. The Saviour born 4 B. C. 2. The three divisions of history and their boundaries. 3. The one historic race. Its three great branches. The characteristics of each. 4. The ancient Aryans. Their country. Their civilization. How all our knowledge of them is obtained. 5. The Aryan migrations. The two Aryan families of Asia, and the five of Europe. The nations descended from the latter. 6. Other races. 7. The commencement of civil history.

Second Week. 1. Old sources of information on Egyptian history. Herrodotus and Manetho. 2. Geographical features of Egypt. Peculiarities of the Nile. 3. The old Empire. Its period in history. The pyramid-builders. Memphis and Thebes. 4. The Middle Empire. The Shepherd Kings. Four centuries of darkness. 5. The New Empire. A thousand years of glory. Thotmes III. (His pillar in Central Park, N. Y.) Amunoph and the statue of Memnon. The conquests of Rameses. His library. 6. The decline of Egypt. The Pharaoh of Scripture and the temporary restoration of Egypt. Final decline and conquest.

Third Week. 1. The King. His training and mode of life. 2. The priests. Their ceremonials. 3. The soldiery. Their equipment. 4. The lower classes. 5. Egyptian writing. Erroneous ideas concerning the hieroglyphics. The Rosetta stone. The discovery of an alphabet. 6. The papyrus rolls. 7. Literature. The book of the Dead. The oldest book in the world. The nature of the miscellaneous works. 8. Egyptian education. Character of Egyptian architecture. 10. Sculpture and painting. Faults in drawing. 11. The useful arts. Egyptian chambers in Palmer House, Chicago. Work in metals. Lost arts in glass-making. The gold-smith's art. Veneering. The culture of textile plants. Perfection of spinning and weaving. Tools and implements.

Fourth Week. 1. General difference between the religious views of the priests and those of the masses. 2. Ideas concerning the sun. The use of the scarab. 3. The three orders of gods. Triads of gods. Stories and beliefs concerning Osiris and Isis. 4. The worship of animals. The bull in the temple at Memphis. The crocodiles and other animals. 5. The art of embalming. Burial customs. Effects of religious belief and customs on national character.

SUNDAY READINGS (SUGGESTIVE.)

First Sunday—Address to the Mummy at Belzoni's Exhibition—Horace Smith.

Second Sunday—Abraham in Egypt, Gen. 12: Joseph in Egypt, Gen. 37–47.

Third Sunday—Moses in Egypt, Gen. 50, Ex. 1-25.

Fourth Sunday—Psa. 105, Isa. 9, Ezek. 29-30, Matt. 2.

METHODS OF INSTRUCTION. By Geo. P. Brown.

The Text-book for the regular course of reading in the above subject is "Parker's Talks on Teaching." It is suggested that the following division of the book be made:

First	month's	work	19- 52
Second	"	"	52- 70
Third	"	"	71- 94
Fourth	"	"	95-119
Fifth	"	"	120-142
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Suggestions for Work of First Month.

PRELIMINARY.—1. Fix clearly in mind the purpose of the school: "The generation of power" and useful information. This is accomplished by (1) Training the will to habitual obedience to all school requirements. (2) Training the intellect in correct habits of observation, generalization, and reasoning. (3) Acquisition of knowledge and skill.

2. What is *method?* What must determine the method in any given case? What is a natural method?

3 State the relation of the skill of the teacher to perform well all the technical work of the school, to his success in training others to do so.

READING.—1. Define Reading: *a.* Silent Reading. *b.* Oral Reading. What is their relative value? 2. What relation has the child's knowledge and habits on entering school to his learning to read? 3. Define the process of learning to read. How are words and things associated so that one will support the other? 4. What difference is involved in learning to read words and sentences? How does the sentence help to the meaning of the word? Distinguish between a thought and an idea. 5. What is the best way of associating an idea with *its* word? 6. What is the "word method?" What are the other distinctive methods? 7. What are the excellencies and what the defects of each? 8. What use can be made of imitation in teaching reading? 9. Should script or print be used at the begining? 10. What relation has a knowledge of the diacritcal marks to learning to read? 11. What use can be made of the child's power to discover resemblances, in teaching him to read?

Sunday Reading.

In the above outline will be found a series of suggestions for Sunday reading. Anticipating that teachers will find difficulty in securing a copy of the poem suggested for the first Sunday (there is no edition of Horace Smith's works published in this country) and believing that on account of its practical value and beauty of diction it ought not to be missed, we print the poem in full. Once reading will not suffice. It should be read and re-read, and studied carefully, special attention being given to the allusions.

ADDRESS TO THE MUMMY AT BELZONI'S EXHIBITION.

And thou hast walked about (how strange a story!)
In Thebes's streets three thousand years ago,
When the Memnonium was in all its glory,
And time had not begun to overthrow
Those temples, palaces and piles stupendous
Of which the very ruins are tremendous.

Speak! for thou long enough hast acted dummy;
Thou hast a tongue,- come, let us hear its tune;
Thou'rt standing on thy legs, above ground, mummy!
Revisiting the glimpses of the moon,—
Not like thin ghosts or disembodied creatures,
But with thy bones and flesh and limbs and features.

Tell us—for doubtless thou canst recollect—
To whom should we assign the Sphinx's fame?
Was Cheops or Cephrenes architect
Of either pyramid that bears his name?
Is Pompey's Pillar really a misnomer?
Had Thebes a hundred gates as sung by Homer?

Perhaps thou wert a Mason, and forbidden
By oath to tell the secrets of thy trade,—
Then say what secret melody was hidden
In Memnon's statute which at sunrise played?
Perhaps thou wert a priest—if so, my struggles
Are vain, for priestcraft never owns its juggles.

Perhaps that very hand, now pinioned flat,
Has hob-a-nobbed with Pharoah, glass to glass;
Or dropped a halfpenny in Homer's hat;
Or doffed thine own to let Queen Dido pass;
Or held, by Solomon's own invitation,
A torch at the great temple's dedication.

I need not ask thee if that hand, when armed,
Has any Roman soldier mauled and knuckled;
For thou wert dead and buried and embalmed
Ere Romulus and Remus had been suckled;
Antiquity appears to have begun
Long after thy primeval race was run.

Thou couldst develop—if that withered tongue
Might tell us what those sightless orbs have seen—
How the world looked when it was fresh and young,
And the great deluge still had left it green;
Or was it then so old that history's pages
Contained no record of its early ages?

Still silent! incommunicative elf!
Art sworn to secrecy? then keep thy vows;
But prithee tell us something of thyself,
Reveal the secrets of thy prison house;
Since in the world of spirits thou hast slumbered,
What hast thou seen, what strange adventures numbered?

Since first thy form was in this box extended
We have, above ground, seen some strange mutations:
The Roman empire has begun and ended,
New worlds have risen, we have lost old nations;
And countless kings have into dust been humbled,
While not a fragment of thy flesh has crumbled.

Didst thou not hear the pother o'er thy head,
When the great Persian conquerer, Cambyses,
Marched armies o'er thy tomb with thundering tread,—
O'erthrew Osiris, Orus, Apis, Isis;
And shook the pyramids with fear and wonder
When the gigantic Memnon fell asunder!

If the tomb's secrets may not be confessed,
The nature of thy private life unfold;
A heart has throbbed beneath that leathern breast.
And tears down that dusty cheek have rolled;
Have children climbed those knees, and kissed that face?
What was thy name and station, age and race?

Statue of flesh—immortal of the dead!
Imperishable type of evanescence!
Posthumous man,—who quit'st thy narrow bed,
And standest undecayed within our presence!
Thou wilt hear nothing till the judgment morning,
When the great trump shall thrill thee with its warning.

Why should this worthless tegument endure,
If its undying guest be lost forever?
O, let us keep the soul embalmed and pure
In living virtue, that when both must sever,
Although corruption may our frame consume,
The immortal spirit in the skies may bloom!

—HORACE SMITH.

Educational Weekly.

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SCHOOLS AND SCHOOL TEACHERS.

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2. Public Sentiment.
3. Current Science,
4. Practical Lessons,
5. Primary Lessons.
6. Pedagogics.
7. Educational Miscellany.
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We call special attention to the very valuable article under the heading of "Pedagogics," by Prof. Howard Sandison, of Terre Haute. As a careful, consecutive thinker on pedagogics Prof. Sandison has few equals in the West. We commend his contribution in this issue to the careful study of all thoughtful teachers.

Our "Current Events" recently have consisted chiefly of foreign news. Many events of importance are transpiring in the old world, some of which will have a deep and lasting influence upon the political history of the world. In the United States the all absorbing question is that of the presidency, but upon the details of the political campaign the WEEKLY prefers to keep silent.

From reports that come to us on every hand, we conclude that there is a very large number of teachers who intend to begin the work outlined by the Board of Directors for the Indiana Reading Circle. Whether this large number shall continue to the end, and thus succeed in accomplishing good for themselves, or, whether, with the enthusiasm that "novelty" usually brings to a new subject many will *begin* to read this long four years' course, full of hope and expectation, only to drop out of the circle when curiosity is satisfied, tired and disgusted with efforts, which to them now appear to be dull and fruitless, will depend for the most part upon the leader of each local circle. It is a voluntary association, entered into by teachers for mutual improvement. Personal interest is the sole motive for joining the circle. This interest must be kept up. The manager must *see to it* that those who have large expectations at least realize *something* from their first efforts. Those who join the circle must expect to do their part faithfully, to thoroughly read the lesson assigned each month.

EXAMINATIONS.

An examination which determines what a child can do, is the only proper test for the purpose of *grading*. It is not so much what they know, or may not know, in the sense of remembering facts, that enables the teacher to properly grade his pupils, as what they are competent to do.

On this line of thought, to which, because of its practical importance, we devoted considerable space in our issue of September 20th, we have to commend most heartily the following sensible words from the *Practical Teacher:*

"Teachers should examine their classes to ascertain the power of each child to do work; by work is meant thinking, and the expression of thought. Through the power to express, the power to think is manifested. There is an immese economy of power on the part of the teacher, in knowing exactly what pupils can really do. The teacher who knows this knows how to begin to teach a class. There is a serious loss of time and strength in not knowing where to begin. No grade, no course of study, no text-book, no promotion, no superintendent or principal, can tell a teacher where to begin. The child alone can do that, and even the child cannot unless the teacher knows and prizes real power and has the skill to find it. This is skill of priceless value. What next? is the all important question—and it can be answered only by what is. A memorist, who worships words, often takes a class who has not his particular form of words, who do not say definitions and rules just as he does. His conclusion is that his pupils know little or nothing until they can say things after his inimitable pattern. This is soon done by the trained crammer. 'What wonderfnl progress they are making!' 'I took them so—*now* listen.'

"So long as yon worship words, my dear teacher, just so long you will be kept from any knowledge of the art of teaching. *Children think;* how they think and what they think is the end and aim of examinations. Reading is thinking by means of printed words; an examination in reading is an examination in thinking. Give pupils books of one grade lower than the last book they have read, a book that they have never seen; select a good story, and then allow each child to read aloud long enough to test his power of oral reading—three, four or five pages, if necessary. Your judgment should be founded on the ease with which you understand the reader, not upon slight mistakes or mispronunciations. An examiner should never use a book in listening. Put your mind on one thing—the getting of the thought conveyed by the pupil's voice; if you get the thought with very little effort, then the reading is good or excellent. Make this the basis of all class criticisms.

SMALL MEN IN LARGE PLACES.

When H. W. Longfellow was first elected to the Professorship of Modern Languages in Bowdoin College, though at the time a accomplished graduate and ripe scholar, he spent three years in Europe to prepare himself thoroughly to fill the important office. Knowing, as he did, his own imperfections, and the necessity of being well prepared to fill creditably so important a position, he would not assume to do that which he could not reasonably feel himself thoroughly competent to undertake. Soon after graduating at Harvard College, Edward Everett, America's most accomplished orator, was elected Professor of Greek Literature in his Alma Mater. Whereupon, he spent *four* years in Europe, to prepare himself thoroughly for the duties of the office. Among very great men instances of this kind are numerous. But *small men* seize the office first, and try to make preparation afterwards.

Emerson says of great men: "A great man is always willing to be little. Whilst he sits on the cushion of advantages he goes to sleep. When he is pushed, tormented, defeated, he has a chance to learn something; he has been put on his wits, on his manhood; he has gained facts; learns his ignorance; is cured of the insanity of conceit; has got moderation and real skill. The wise man always throws himself on the side of his assailants. It is more to his interest than it is theirs to find his weak point. The wound cicatrizes, and falls off from him like a dead skin, and when they would triumph, lo, he has passed on invulnerable. As long as all that is said is against me, I feel a certain assurance of success. But as soon as honeyed words of praise are spoken for me, I feel as as one that lies unprotected before his enemies."

Many of our readers have no doubt heard the excellent address of Hon. E. E. White on "Character." We wish some of our "small men in large places" could hear and understand Mr. White's lecture, but they cannot. The manliness of a manly man is always commendable. If he be a manly man and a hod carrier we have respect for him, while if he lack this one characteristic, though he may be the president of a bank or of a State Institution, our respect for him is not heightened on that account. He is a "small man in a large place." A manly man is always consistent. A rule of action which he lays down for another, he is willing to be governed by himself. What he *says* one day he will do the next day. He can be depended upon. A manly man will reciprocate a favor, return a courtesy, in a manner, at least, practice the golden rule. He is not a "small man" in any place; he is not an egotist; he will not arrogate to himself all knowledge; he is willing to allow that other people know something. But these "small men in large places" are not so. They do not possess any of these manly instincts. Their want of *manliness* is the distinctive mark by which such men are picked out in a crowd. Their temporary seat on the "cushion of advantage" is their most wakeful hour. They deceive no one permanently. In time their level will appear. To them "honeyed words of praise" are a great delight. They are never "willing to be little." To the S. M. L. P. of our time we commend the words of Emerson for their most prayerful study.

√ OBITUARY.

The news of the death of Prof. Henry R. Thomson, of Wabash College, fills many hearts with sadness. We knew him as one worthy to be imitated. We wish he could have lived longer. The following sketch is taken from the Indianapolis Jourual, of September 30.

Prof. Thomson was the second son of Alexander and Christiana Thomson, and was born at Crawfordsville, July 15, 1847. In May, 1862, he became a member of Center Church. He was graduated at Wabash College, in the class of '68. He was tutor from 1868 to 1870. From '70 to '72 he studied in the School of Pharmacy in Philadelphia. In 1873 he was again appointed tutor in Wabash, and in '74 was appointed associate professor of chemistry with the venerable Prof. Hovey, spending part of the year in the Sheffield school at Yale College, and filled the position until '77, when he was elected Peck Professor of Chemistry. All these offices he has filled with marked ability, until his work was arrested in May last, by the sickness which terminated his life. On September 4, 1877, he was married to Miss Margaretta P. Thomas, a singularly happy union, terminated by her death Jan. 2, 1882. The collegiate year 1882-83 Prof. T. spent in professional study in Germany, resuming his work in college a year ago. He stood high in all his college studies, but excelled in that to which he devoted his life. In every relation he was a man of extraordinary modesty, and whilst best beloved by those who knew him best, he was loved by all. He was to the last a laborious student and teacher. Making no parade, he lived perpetually a beautiful religious life. His sickness, protracted through more than twenty weeks, was borne with serene courage. He greatly desired to live, and yet resigned himself all the time to the will of God. When dying he magnified "the wonderful grace of God in receiving one so unworthy," and fervently repeated the words. "Yea, though I walk through the valley of the shadow of death, I will fear no evil, for thou art with me; thy rod and thy staff, they comfort me." His intellect was clear and strong until within an hour of death, and his composure perfect.

Practical Lessons.

Map Drawing, IV.

CYRUS W. HODGIN.

After completing the work indicated in the school house and grounds, if the school is in a town or village, a map of it may be made. If in a city, the teacher can begin with the square in which the school house stands, and by extending the streets that bound it, may add square by square as far as desirable. Or the external limits of the city may be drawn, and divisions be made by representing streets.

Preliminary to, or accompanying this work, there should be given a series of lessons familiarizing the children with the exact meaning of all such terms as *street*, *side walk*, *curb*, *gutter*, *square*, *block*, *corner*, *alley*, etc. After they have clear ideas of these objects, the teacher should secure from them a clear statement in good language, of the definition of each. If there is any particular system of numbering. lettering, or naming the streets, or of naming the houses, it should be made clear before passing from this map, so that the children can accurately locate the school house, post office, court house, churches, etc., using the proper terms. When the map has been completed, let the children make journeys from one given point to another, giving directions, streets traveled, important objects or buildings passed, and the exact location of the destination reached. This work of locating places in cities and towns by streets, is an excellent preparation for the location of places later by the use of lines of latitude and longitude.

If the school is in the country, the map to follow that of the school grounds, may be one of the school districts. This may be made by starting with the school premises, and adding the adjacent farms in every direction until the entire district has been included; it may be done by first drawing the boundary lines, and then the roads and section lines that cross the district. The sections may then be divided into farms with their proper boundaries. This latter method will be found easier in most cases. Rivers, creeks, or other bodies of water, railroads, mounds, coal or other mines and stone quarries, or other objects of interest should be carefully located. Journeys should be taken as in the town or city, naming roads traveled, other roads or streams crossed, and objects of interest passed.

The map of the township should follow that of the district. These should be drawn to a scale as large as the slate, paper or black board will permit.

Current Science.

The American Association at Philadelphia.

Thirty-six years ago, in September, 1848, the American Association for the Advancement of Science, a body enlarged from the Association of American Geologists and Naturalists, founded seven years before, held its first meeting in Philadelphia. Now, after annual sessions in many other parts of the Union intermitted only during the years of the civil war, it has at length revisited the City of Brotherly Love, and there has held the most remarkable meeting of all its gatherings.

For the first time its exercises were shared by a great number of visitors from foreign lands. Indeed in some respects this thirty-third meeting proved to be almost an International Congress—at least of the English speaking scientific world. Out of the unprecedented number of 1257 persons in attendance, about 300 were from the British Association, which had just held its annual meeting in Montreal.

The meeting began on Thursday morning, September 4, in the Academy of Music, where the general sessions continued to be held an hour each day, until the close of the exercises on the evening of September 11. Immediately after the general meeting the various sections began the reading of papers in their respective meeting places, and these papers, with the resulting discussions, occupied the day until 5 P. M., except the lunch hour between one and two.

In all, 304 papers were read, so that it would be impracticable to give here even a moiety of their titles. We may note, however, that Professor Hilgard's paper on the Gulf of Mexico demonstrated the elevation of the Gulf level above the Atlantic by accurate measurements, and that Professor Bell, inventor of the telephone, spoke of possible electrical communication between vessels not more than a mile distant at sea, if each would make an earth metalic connection with the sea at the bow and another at the stern by a long cable trailed out. Professor Preece, the British electrician, supported this idea by an account of his own actual experiments.

At the opening session a check for $1000 was presented to the Association from Mrs. Elizabeth Thompson, of Stamford (her second gift), to be used in experiments for communicating light and heat, and afterward the same benefactor offered $5000 as a fund to promote original research by the proposed International Scientific Association, with the promise of $5000 more should the Association be formed and raise $10,000 for the same purpose. The Association adopted resolutions requesting Congress to extend geodetic and topographic surveys over the whole country, without regard to State boundaries, and to aid the investigation of fermentation as affecting public health—a subject which has been treated in part by Dr. Springer.—*Harper's Weekly.*

Correspondence.

Purdue.

Purdue University opens this year with unusually flattering prospects. The number of new students is large. Eighty students have been received into the Preparatory Class, and the Freshman Class is the largest ever known in the history of the institution. The other classes are about the same as last year. The faculty has been strengthened in the Departments of Natural History and Agriculture. Dr. Henry L. Osborn, the new instructor in Zoology, is a graduate of the Wesleyan University at Middletown, Conn. He was elected Fellow of Johns Hopkins University in 1881, where he has been ever since, until coming to Purdue. He has published a number of scientific papers which have attracted attention in this country and in Europe. Prof. James Troop, M. S., the instructor in Horticulture and Entomology, is a graduate of the Agricultural College of Michigan. He comes highly recommended. Mr. E. A. Dillon, instrctor last year in the school of Technology, is succeeded this year by Mr. Michael Golden, of the Massachusetts School of Technology.

The School of Pharmany opened September 23, with encouraging attendance. Dr. Hurty, the new Professor of Pharmacy, is recognized as one of the most competent Pharmacists in the State. Dr. Brayton, Professor in *Materia Medica* and Toxicology, is in every way able to discharge the duties in his department.

Purdue University is a credit in every way to the State of Indiana, and should be recognized as such by her citizens. Each department of the Institution is well equipped with apparatus and appliances necessary for thorough and practical instruction. The substantial growth of the Institution is assured and its popularity steadily increases.

Benton County.

Editor Educational Weekly, Indianapolis, Ind.

The Benton County Institute opened at Fowler, September 8th, with an attendance of 110. There are 107 teachers in the county and nearly all were in regular attendance. Supt. Johnson conducted the entire session, and his efforts, coupled with those of the excellent instructors employed, made it the most profitable meeting of the kind ever held in the county. The instructors were Supt. Boone, of Frankfort; A. W. Clancy, of Muncie; Prof. H. B. Brown, of Valparaiso; Miss Dwiggins and Mr. Doyle, from Benton County. Prof. Boone lectured Tuesday night on "The Spanish Sciences," and State Supt. Holcombe, who was with the Institute on Thursday, lectured in the evening on "American Literature."

With the rapid progress Benton County has made under the efficient administration of Supt. Johnson she will soon be second to none in the State. Gradation is approaching perfection. The people are interested in education, and poor and transcient teachers are being supplanted with those trained for a permanent stay in the profession. Yet we all feel with our Supt. "that we are only in the dawning of the first day."

The following resolutions were adopted:

Resolved, 1. That we realize and appreciate the conscientious labor of Supt. Johnson for the advancement of the educational interests in the county since he has occupied the position of superintendent, and we therefore earnestly request the trustees of the county at their meeting in June to retain him in the position he now so ably fills.

2. Believing that the poisoning habits of the nation is causing a decline in the intelligence and morality of its citizens; and believing that the public school is the most effective agency in turning this tide of destruction from our beloved country, therefore be it

Resolved, That we as a body of teachers pledge ourselves to instruct to the best of our ability, the children under our care the coming school year, in the effects of alcohol on the human system, and that we will petition the General Assembly to enact such laws as will make instruction as to the injurious effects of alcohol on the human system one of the branches that must be taught in our public schools. That we will do all in our power to educate the people to petition for the same law. HENRY MASON, Secretary.

National Educational Association.

The location of the next meeting is being considered by the officers of the Nat. Ed. Assoc. The place to be selected must have adequate railroad facilities, good hotel accommodations, sufficient room for the meetings of the eight departments and a hall capable of seating, at least, 2,000 persons. Several places have extended invitations to the Association, but farther suggestions are desirable and should be addressed at an early date to the President, F. Louis Soldan in St. Louis.

Literary Notes.

SEVEN HUNDRED ALBUM VERSES. J. S. Ogilvie & Co., New York. Price 15 cents.

A very good-book for those in need of such verses.

LEGENDS, LYRICS AND SONNETS. By Frances L. Mace. Cupples Upham & Co. Boston, Mass. For sale by Browen Stewart & Co.

A book of poems, some of which are strikingly beautiful. It can be read and re-read with intense satisfaction, and many of the verses are well worth holding in memory.

THE GREAT TEMPERANCE CONTROVERSY. A plea for the fallen, by R. J. Fletcher, of Louisville, Kentucky, is the most pretentious book of its class in the market. It is a very comprehensive review of the various phases of the Temperance Problem. Legal Prohibition is conceived to be the goal in the race of temperance reform, and prohibition is the objective point of the temperance people in this present age. The subject is strongly presented in this book from this standpoint. The political and religious issues are fully discussed. It is not only a very readable book, it is the most instructive book on this great subject we have seen. We hope it will be generally read.

Facts, Figures and Personals.

G. H Campbell is Principal at Morristown.

Hon. Cassius M. Clay is writing a history of Russia.

Wilbert Ward, a graduate of DePauw, is Principal at Clayton.

J. M. Bridgeman, of Franklin, is Principal of the Salem High School.

The Wayne County Board of Education will meet in Richmond, on Monday Oct. 13th.

Over 100 teachers in Montgomery county have signified their intention to join the Reading Circle.

J. W. Shackleford, of the Class of '84, DePauw University, is in charge of North Manchester Schools.

Eighty-five of Benton County's teachers are already enrolled as members of the Teachers' Reading Circle.

Township Institutes will be held at Ladoga, Oct. 4th and at Crawfordsville, Montgomery County, October 11.

Albert Porter, son of Governor Porter, has been elected teacher of Science in the Richmond High School.

W. W. Morgan, Trustee of Union Township, Montgomery County, employs 37 teachers.—The schools are all in operation this week.

Bishop Simpson's old residence at Greencastle when he was President of Asbury University is now the property of DePauw University.

Prof. Carl Mintzer of Philadelphia, has been engaged to teach the violin in DePauw University, and will arrive there on the 1st of November.

Amos Sanders, of North Vernon writes: "School opens very large—an increase of over 20 per cent. Notwithstanding our new building, all of our rooms are full."

The Normal School at Richmond under the management of Prof. Cyrus Hodgin, starts out with about six times as many pupils as they had at the opening a year ago.

Superintendent Macpherson of Wayne county and a committee of teachers are revising the county course of study in conformity with the directions of the recent county institute.

The teachers of Boston, Wayne and Webster Townships Wayne county, will hold their first joint Institute at the Normal School building in Richmond on Saturday, October 11.

J. A. Wood, who begins his eighth year as superintendent at Salem, Indiana, writes: "Our attendance is large and the condition of the schools is better than ever before."

James V. Martin, son of Dr. Martin, of DePauw, is the new superintendent at Greenfield. Mrs. Martin is assisting him in the High School. Greenfield will be well cared for this year.

The Richmond Schools opened September 15th, with a large attendance, over 2100 pupils enrolled. Supt. I. N. Study has the push and experience to warrant us in predicting a good years work at Richmond.

Mr. Edwin Arber, F. S. A. of Mason Science College, Birmingham England, has collected in one volume the nine works of Captain John Smith, including True Relation, Discipline of New England, and General History of Virginia.

At DePauw University the students universally rejoice at the return of Dr. Ridpath to take charge of his department. The Doctor makes his department so interesting that students are always anxious to have one study under him at least.

The second annual meeting of the Benton County Teachers' Association will be held at Oxford on the first Friday and Saturday of February. An exhibit of school work and school material of all kinds will be held in connection with the meeting.

John B. DeMotte, Professor of Physics in DePauw University, has returned from the National Conference of Electricians at Philadelphia, Pa. Prof. DeMotte took an active part in the proceedings of the convention as he always does in whatever he undertakes.

Hanover College.

Prof. T. J. Charleton, of Plainfield, from a recent visit to his Alma Mater makes the following interesting report:

"The next morning we visited the college, when we met President Fisher, who is making a most efficient president. He has developed wonderful abilities as a businesss man in his management of college finances. A large number of workmen were employed in completing the college chapel. The large laboratories, the extensive geological and natural history collections, the well-arranged libraries, the buildings and college campus, all indicated prosperity and good management. The personnel of the students attracted our attention as being far above the average.

Everything about the institution bore evidence that Hanover College is in good hands. The professors are enthusiastic in their work; the students are zealous in their studies, and, what is more important, they are not forming those habits of dissipation that mar the lives of college students in some places. Parents may send their sons or daughters to Hanover with perfect security. In this respect, Hanover College has always been noted. No saloons or other temptation entice the young man into those paths that lead to ruin. It has been many years since I last visited the college, and its greatly improved condition prompts me to tell your readers what I saw there. While I give due honor to all the colleges of the State, I certainly think none possesses greater advantages to the young man or woman desiring an education than old Hanover.

Wanted Teachers!

TEACHERS looking for a more desirable position or a larger salary, should register with us at once. We do what no other agency does, viz., we notify every teacher registered with us of every vacancy on our lists. We pay $10 (ten) for information of vacancies which we fill. All communications strictly confidential. Send postal now for particulars. The work of this agency extends throughout the United States.

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THE TEACHER'S CO-OPERATIVE ASSOCIATION & GENERAL AGENCY,
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THE VANDALIA LINE
FROM
Indianapolis to the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville .... "	2.47 "	4.42 "	5.32 "
St. Louis.........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

☞PARLOR CARS run on "No. 1,' Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

☞A LOCAL PULLMAN SLEEPING CAR is run on "No. 7," from Indianapolis to St. Louis. The same is placed on side track at Indianapolis, and is open at 8 o'clock p. m. for the reception of passengers, who may thus retire early and obtain a full night's rest.

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Time Table of Through and Local Trains.
Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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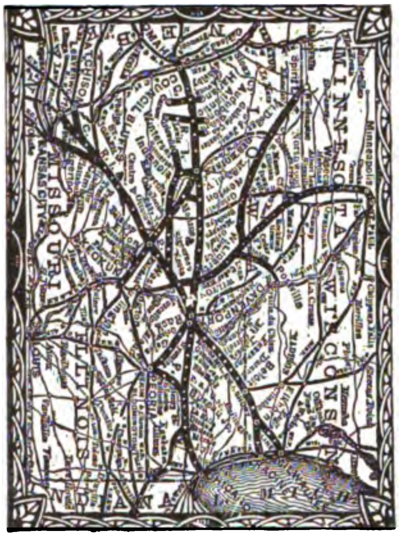
WHO IS UNACQUAINTED WITH THE GEOGRAPHY OF THIS COUNTRY WILL SEE BY EXAMINING THIS MAP THAT THE



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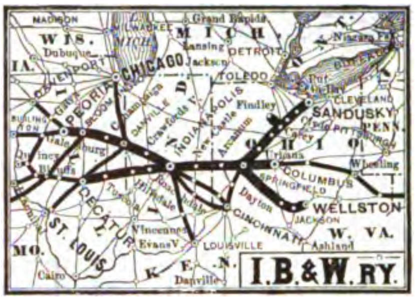
EAST, WEST, NORTH and SOUTH



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In Effect June 8th, 1884.

GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1 54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9 31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

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Round Trip Tickets, at special low rates are now on sale to the Hunting Grounds of the North and the Winter Resorts of the South.

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GLOBES of our own make, with the best Edinburgh imprint; unequaled in beauty and strength. We make them 3, 5, 6, 8, 12, 18, and 30 inches in diameter, mounted for Schools or Libraries.

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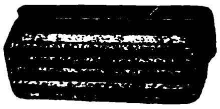

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Tuition per term (this pays for all the departments)	$8 00
Good Board per week	1 50
Furnished Rooms per week, 35 cents to	50
Private Board and well furnished room per week, $2 00	2 25

$26 in advance, pays for Board, Room Rent and Tuition for one term of ten weeks. We guarantee that the expense shall not exceed the rates given. Whatever is above this will be paid by us.

First term of school year opens August 19th, and continues 10 weeks. Students can enter at any time and find classes to suit them.

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, OCTOBER 11, 1884. No. 13

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VOL. III INDIANAPOLIS, INDIANA, OCTOBER 11, 1884. NO. 13

Current Events.

One of the Bennett Mackey Atlantic cables is broken

The public debt was reduced $12,047,037.00 during September.

The importation of Italian laborers by the contractor for the improvement of the water-works of the District of Columbia is exciting the indignation of the native laboring men.

In London on Monday one hundred and seventy-five thousand dollars in silver bullion engaged shipment for New York. A further outflow is expected unless American exchange meanwhile should recover.

The Chicago *News* says: "It may be accepted as definitely settled that Secretary Gresham will retire from the Cabinet and accept the circuit judgeship, to succeed Judge Drummond, as soon as the President shall decide who is to have the Treasury portfolio."

The tone of business matters continues little changed, money is plenty, but in view of the unreliable outlook, loans are difficult to obtain unless secured by exceptional collateral. The weather continues warm for the season and checks trade in dry goods and, indirectly. many other lines, but one salutary result is the excellent condition of pasturage in the country, it being better in this locality than at any time during the past summer season. Small produce is plenty and easy but breadstuffs are in good demand and prices rule higher. Provisions remain quiet, cotton easy, groceries quiet. The movement in general merchandise remains sluggish. Local securities are again dull, and in fact all branches of the local money market are without animation.—*Commercial Gazette.*

Foreign.

The King of Denmark opened the Reichstag on Monday. In a speech to the members he urged that the independence of the country should be secured by passing measures for its defense.

At the meeting of the English Cabinet, Northbrook, Commissioner to Egypt, made an unfavorable report as to the state of that country, and the Lord Lieutenant of Ireland one of a similar nature.

La Paix, President Grevy's organ, apropos of the reported alliance between France and Germany, says: "To make France strong she must be isolated from Europe, even if that implies common action with Germany. The French Government understands this and cannot be reproached therefor."

CHINESE NEWS.

A Hong Kong dispatch reports that the French forces under Admiral Lespes has sent three battalions to effect a junction with Admiral Courbet. The Paris Republique Francaise says the operations renewed in Tonquin by the Chinese will result in a state of war, even if disowned by the government at Pekin. "It will be necessary," says the Republique, "to strike new blows for reprisals, and to seize upon her territory." The French Minister of Public Instruction, in making a speech to night at a banquet at Moissac, said France was not engaged in a policy of conquest. The government merely desired to exact respect for violated treaties and avenge Chinese insults to the French flag.

THE GERMANS IN AFRICA,

The activity of the German movements for colonizing the west coast of Africa is exciting grave alarm among English merchants. Several influential chambers of commerce have sent strongly worded petitions to Lord Granville, the Foreign Secretary, declaring that the interests of British shippers and traders doing business in Africa are seriously menaced by the German invasion, and praying the government to take energetic measures to protect this important trade. The petitioners take the ground that the Germans, if allowed to establish themselves firmly in the Comeroons district and the other places they seek to occupy, would be certain to levy differential duties, discriminating against British and in favor of German products, and thus crushing out fair competition. It is known, however, that Lord Granville is disposed to favor German colonization, as a counterpois to that of France. He has recently expressed the belief that the Germans would prove more kindly neighbors than the French, and would do less than the latter to hamper British tarde.

Educational Miscellany.

Ingersoll on Alcohol.

Col. R. G. Ingersoll, who is called the great infidel, in speaking to a jury in a case which involved the manufacture of alcohol, used the following eloquent language:

"I am aware that there is a prejudice against any man engaged in the manufacture of alcohol. I believe from the time it issues from the coiled and poisoned worm in the distillery until it empties into the hell of death, dishonor and crime, that it dishonors everybody who touches it—from its source to where it ends. I do not believe anybody can contemplate the subject without becoming prejudiced against the liquor crime. All we have to do, gentlemen, is to think of the wrecks on either side of the stream, of the suicides, of the insanity, of the poverty, of the ignorance, of the destitution, of the little children tugging at the faded and withered breasts, of weeping and dispairing wives asking for bread, of the men of genius it has wrecked—the men struggling with imaginary serpents produced by the devilish thing! And when you think of the jails, of the almshouses, of the asylums, of the prisons, of the scaffolds upon either bank, I do not wonder that every thoughtful man is prejudiced against the damned stuff called alcohol! Intemperance cuts down youth in its vigor, manhood in its strength, age in its weakness!—it breaks the father's heart, bereaves the doting mother, extinguishes natural affection, erases conjugal love, blots out filial attachment, blights paternal hope, and brings down weary age in sorrow to the grave! It produces weakness, not strength; sickness, not health; death, not life. It makes wives widows, children orphans; fathers fiends, and all of them paupers and beggars! It feeds rheumatism, nurses gout, welcomes epidemics, invites cholera, imports pestilences, and embraces consumption! It covers the land with idleness, misery and crime! It fills your jails, supplies your almshouses, and demands your asylums! It crowds your penitentiaries and furnishes victims to your scaffolds! It engenders controversies, fosters quarrels, and cherishes riots! It is the life-blood of the gambler, the prop of the highwayman, and the support of the midnight incendiary! It countenances the liar, respects the thief, esteems the blasphemer! It violates obligations, reverences fraud, and honors infamy! It deforms benevolence, hates love, scorns virtue, and slanders innocence! It incites the father to butcher his helpless offspring, helps the husband to massacre his wife, and the child to grind the parricidal ax! It burns up man, consumes woman; desolates and detests life; curses God, despises heaven! It suborns witnesses, nurses perjury, defies the jury-box and stains the judicial ermine! It bribes votes, disqualifies voters, corrupts elections, pollutes our institutions, and endangers governments! It degrades the citizen, debases the legislator, dishonors the statesman and disarms the patriot! It brings shame, not honor; terror, not safety; despair, not hope; misery, not happiness; and with the malevolence of a fiend it calmly surveys its frightful desolation, and unsatisfied with havoc, it poisons felicity, kills peace, ruins morals, blights confidence, slays reputation and wipes out national honor! then curses the world and laughs at its ruin. It does all that and more: *It murders the soul!* It is the sum of all villainies, the father of all crimes, the mother of all abominations, the devil's best friend, and man's worst enemy!",

Manual Training Schools.

THE AIMS AND METHODS OF THAT SYSTEM OF INSTRUCTION

[*Address of Prof. Woodward, of Washington University, St. Louis, at Milwaukee.*]

Prof. Woodward is known throughout this country and in Europe as a most able and active exponent of this system of instruction, and what he says about it has the weight of authority that comes from a practical and successful experience in one of the foremost of such schools.

This address so fully develops the purpose of Manual Training Schools, educationally considered, and so concisely and plainly sets forth the objects sought, that we publish in full that part of the address which refers to the Theory of Manual Training Schools:

PROF. WOODWARD'S ADDRESS.

When I proposed the name "Manual Training School" for our new departure in St. Louis five years ago, I did not assume that the name would convey any adequate idea of the nature of the institution. When one knows a thing thoroughly he cares little for its name. A mere name, though coined with the greatest care, generally gives no idea, or else a wrong one. I know that most of you have heard of a manual training school; but some have only a vague idea of what the term signifies; let me explain, then, what we mean by it.

To begin negatively, a manual training school does not stop with the training of the hand. Physical dexterity is but one, and the very least, of the many things sought; and this is sought more as a means than as an end. The great end is education; the development of the mind and body, the simultaneous culture of the intellectual, physical and moral faculties. In this broad and comprehensive object we are not alone; all schools make the same claim; we differ only in the means employed.

THINGS FIRST, SYMBOLS NEXT.

We believe in the study of things first, their symbols second. Names, words and phrases must rely, for the idea which they shall arouse, upon the child's actual personal experience and knowledge of the material and spiritual universe. If the symbols outrun that experience and knowledge, they become either misleading or meaningless—in either case, mischievous. When a child gets a wrong idea from a word or from a combination of words, or gets no idea at all, he is like a mountain-climber who carries a pack of useless stones on his back, or who receives a blinding blow in his face.

The old education has been too exclusively a matter of books, of words, of symbols and abstractions, without sufficient basis in conscious experience. I am almost ready to say, "Confusion to the memory of Sam Johnson," for since he started the fashion of making dictionaries, pupils have been set to learn about substances, products and processes from dictionaries rather than from things themselves. When we reflect that every verb in the dictionary relies for its meaning to us upon our personal experience in being, doing, and suffering, we shall realize something of the importance which personal physical experience bears to education. The result of this defective training has been a lack of healthy development of any kind, and a degraded morality which stupidly accepts the shadow for the substance, the word for the idea.

The first step toward a return to solid ground was the introduction of explanatory pictures and diagrams in the books studied and read. This was a great gain, and many of our illustrated text-books are to-day marvels of excellence. As books they leave little to be desired. But words, neither alone nor with pictures, can supply the want of things themselves.

LECTURE AND LABORATORY METHODS.

Next came the introduction of apparatus and models which the teacher could handle and show to his pupils, and sometimes, if he knew how, could use before them. This lecture method was another important gain, and it has accomplished much good. The difficulties attending it, however, have been such as to prevent its general adoption, and its use has been limited to schools of high grade.

The next step and the one we are now taking, is the adoption of the laboratory method, the putting of things, materials, apparatus, tools and machines into the hands of the pupils themselves, and giving them a conscious knowledge of properties,, relation and processes. This is the growing feature in education. It is manifest on the one side in the kindergarten, on the other, in the physical, chemical and dynamic laboratories; while between the two come the shops of the manual training school. In this last-named school we strive to get the benefit of all the progress made. We aim to have the best text-books, the best illustrations, the best apparatus, the best shops and tools and the best teachers.

A BROADER EDUCATION.

You will see, then, that we have no narrow object. As Dr. Belfield, of Chicago, says: "The education which the manual training school represents is a broader, and not, as the opponents of the new education assert, a narrower education. It is the present (old) system that largely fails to recognize the trinity of human nature, and is therefore a 'one-sided system.' * * * Literary culture is only a part of education." We put the whole boy to school, not a part of him, and we train him by the most invigorating and logical methods. We believe that mental activity and growth is closely allied to physical activity and growth, and that each is secured more readily and more fully in connection with the other than by itself.

Moreover, we believe that healthly growth is always pleasurable, whether of mind or body. We believe that it is no more necessary to give the mind disagreeable, wearisome, unintelligible intellectual exercises, than it is to give the body disgusting, ill-assorted, indigestible food. Again, as intellectual exercises in the study and recitation-room are gauged to the capacity of the pupils for attention and endurace, so in the shop exercises, which are still intellectual through the instrumentality of the hand and eye, everything must be carefully adapted to the comprehension and physical strength of the pupils. You would not keep your boy eight or ten hours at his arithmetic because, forsooth, in after life, he may chance to stand all day at his day-book or ledger: so you should not keep him morning and afternoon at his bench or lathe because he may finally develop into a master mechanic. I shall speak of the proper length of shop exercises later on.

Now, bearing ever in mind that in the education of strong intelligent men and women, unprejudiced and free from superstition, nothing can be too good, too choice, too costly, or too far removed from vulgar pride and foolish bigotry, let us call to our aid among others the powerful instrumentality of the laboratory method; and while we recognize its great value as a means of culture and discipline, let us not think the less of it because it leads us close to the activities of the age and civilization in which we live, because, in short, it has a strong and valuable industrial bearing.

I urge this last point the more strongly because I have seen in some quarters, particularly among teachers of many years experience, a growing tendency to decry any instrumentality in education which bears directly upon practical life, as though knowledge and skill were of less educational value because of service in one's effort to secure food, clothing and shelter!

PREFERENCE FOR THE USEFUL.

From what I have said I trust it is clear that the pre-eminent object of the Manual Training School is a full and free (or liberal) education, and that it chooses as some of its instruments those useful arts and sciences which touch most nearly the probable lives of its pupils. To specify this more fully: Suppose you transform your high school into a manual training school—not by any change of name, but by a broadening of its curriculum—you would then give your youth the best possible training to serve as a foundation for professional, mercantile, mechanical, or agricultural pursuits. I can not think of a lawyer, or doctor, or author, or merchant, or engineer, or mechanic, or farmer, who would not be the better off for the whole training.

MORE THAN SHOP WORK.

I have found it necessary to say again and again that a manual training school includes much besides shop-work, in fact shop-work is not even its chief feature. It carries on most carefully the ordinary work of a high school and incorporates with it its tool work and drawing Hence you need not be told that it is not the object of the school to make mechanics any more than it is to make artists, or bankers, or statesmen. We hope to overcome a most humiliating repugnance on the part of so-called educated people to using their hands—or rather we hope to prevent the growth of any such repugnance on the part of our boys. In this way we shall open to our youth many attractive, honorable and profitable careers which now, as a matter of fact, appear almost closed to well-bred boys. We shall accomplish this and yet leave the choice of occupation an open one. On all sides we want higher types of manhood; hence we aim to make men. Whether our boys will become mechanics or architects, artists or teachers, doctors or preachers, scientists or authors, I can not tell. I doubt not they will be found in due time in all honorable professions and occupations. There are many avenues to culture —we strive to keep them all open. We pull down every obstacle which would turn them from any respectable calling. We shield them from the baneful effects of a silly prejudice and a false gentility. We teach that in every occupation there is a demand for brains and room for study and intellectual life. We know that in the past it has been the fashion to assume that men who have cultivated their brains have little occasion to know how to use their hands; and that to be a mechanic and to make one's living by manual labor is *prima facie* evidence of a lack of brains. We swing to neither extreme; we would combine mental with manual training; we would at one and the same time lay the foundation for good scholarship and for good artizanship. Our motto is:

"THE CULTURED MIND, THE SKILLFUL HAND."

We claim that it is the birthright of every child to be taught the three methods of expression: 1. By the written, printed or spoken word. 2. By the pencil and brush, using the various kinds of graphic art. 3. Through the instrumentality of tools and materials, which enable one to express thought in the concrete. Each of these methods has its advantage and its limitations. To have command of but one, or but two, is to be imperfectly educated. The master will use one method or another as external circumstances may suggest, not as insufficient training may require.

Practical Lessons.

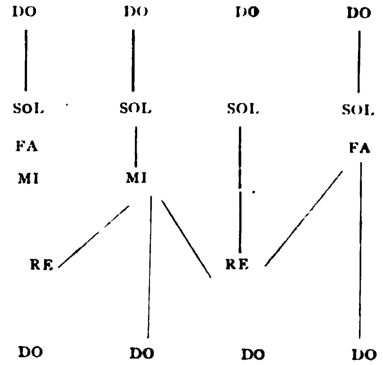
Music Lesson.—NO. IX.

BY W. F. HEATH.

SECOND YEAR WORK.

In the series of lessons published in the WEEKLY from March 1st to May 31st the material and methods of presentation of the work of the first school year was presented. If the material included in the first five tones of the scale, with their scholarships and two tone lengths, have been studied the work of the second y[illegible] taken up. The new material for the second year's work will consist of the remaining tones of the scale *la*, *si* and *upper do* and the relationship of all the tones of the scale, with two additional tone lengths. This seems like a very small amount for a year's work, but it will be found to be sufficient. To learn the tones *la*, *si* and upper *do* is only the work of a few hours, but to master all the tone relationships their tones bring, is what requries the great amount of faithful and well-guided practice. The new tone lengths and the representation or notation will not require any large amount of especial practice beyond its connection with the development of the tone relationships. The following diagram may be placed in a convenient place on the blackboard:

DIAGRAM NO. 1.



It requires considerable skill and practice to use these diagrams with good effect, so it may be well to give here some of the essential points. 1st. Always follow the lines except where the tones are consecutively as *do* to *re* &c. It is not necessary, but better, when passing from one column to another, to do so by repeating the same tone, as: *sol sol*, or where there are lines leading from one column to another, as in the above diagram, to follow the line, as from *re* to *mi* in passing from the first to the second column. These lines, where leading from one tone to another not consecutively, as from *sol* to *re* &c., indicate the tone relationships which present the real difficulties of the year's work and must be carefully studied.

2nd. Keep perfect time in pointing. That is, pass from one tone to another with perfect regularity. As soon as the class begin singing a tone leave it with your pointer and pass to the next, which in fact keeps your pointer always one tone ahead of your class. Just remember this, if your class do not do good work from the diagram there is in nine cases out of ten something wrong with your pointing. In the next article I will give some suggestions on writing sight exercises.

Pedagogics.

Glenwood Leaves.—XIV.

I have noticed, on entering upon my work in various schools, that pupils well advanced in practical arithmetic are often very lame at reading figures. While able to perform the required operations in the reduction of compound numbers, they seem to dread being called upon to read the results. They become nervous whenever they attempt the reading of a large number. This is the result of a barbarous method of teaching numeration. There is really nothing in the art of numeration, properly taught, to make a child nervous or to cause him to be troubled and distressed

The error of the old method of teaching numeration is that it seeks to teach the pupil both *to read the period* and *to name the period*, at one and the same time. Now, these are distinct acts, and should be taught separately for the sake of simplicity. The pupil should be taught *first* to read the periods with ease, and *secondly* to name them with equal ease, and *thirdly* to name them *as* he read them.

In the old way, the child is taught to "numerate" or name the "orders," as follows: "Units, tens, hundreds, thousands, tens-of-thousands, hundreds-of-thousands, millions, tens-of-millions," etc., *ad desperandum*. This is to "aid" him ingiving each figure its value when he reads the number. But really, for all the aid it gives him, he might often as well enumerate, "pins, buttons, spools, knives, bees-wax, scissors, needles, thimbles," etc. However many the "orders" called over, the pupils in reading the number will meet those "orders" in *exactly the opposite order*. One who will run over the alphabet backwards a few times will see at once how very easy it is to invert an accutomed order of repetition. Again, there are *not* practically a thousand and one different "orders." There are, in fact, only three;-units, tens, and hundreds—and these are the same in each period. Though the same "orders" represent very different values in different periods, the orders, as such, are nevertheless the same. To illustrate what seems to be the better way of teaching numeration, let us take the following number:

1 6 2 8 4 3 7 5 4 3 2 .

The first thing to do is, of course, to "point off" the number into periods. We say "point off" rather than *divide*, because the latter word has another meaning in arithmetic. As for pointing off, any child in the school could do that to a number of any size, when once shown how to proceed. It is very simple. Now, the number appears thus:

1 6, 2 8 4, 3 7 5, 4 3 2.

As for "enumerating," or calling the "orders," that is equally simple. It reminds me of the song of the old Indian—one hundred and one stanzas, and all just alike. It is as follows:

1	6,	2	8	4,	3	7	5,	4	3	2.
tens.	units.	hundreds.	tens.	units.	hundreds.	tens.	units.	hundreds.	tens.	units.

Now, I think, in order to overcome the pupil's natural awe of large numbers, and to give him confidence, he should read the number, each period by itself,—without naming the periods, as he has not yet learned their names. He reads as follows: "sixteen, two hundred eighty-four, three hundred seventy-five, four hundred thirty-two. The pupils should read several large numbers in this way, and he will soon learn that large numbers are no more difficult to read than small numbers.

Lastly, the names of the periods must be learned in order. Fortunately, this is very simple work, as the number of periods in use is small. Let us take, to start with, the first four;—units, thousands, millions, billions. Begining at the right hand, the pupil should pronounce the name of each period. thus:

Billions,	Millions,	Thousands,	Units.
16,	284,	375,	432.

He should then *reverse the order*, and call the periods in the order in which he will read them; thus: Billions, millions, thousands, units. This he should practice frequently, until the names and their order become very familiar to him. In the number given, he will point to the periods, repeating as he points, thus: Units, thousands, millions, billions,—Billions, millions, thousands, units. The last step is to read periods, giving the name of each, after reading it, as follows:

Sixteen—*billions*, two hundred eighty-four—*millions*, three hundred seventy-five—*thousands*, four hundred, thirty-two (units).

Of course, the pupil is to be taught that a thousand is the unit of the second period, and a million is the unit of the third period, etc.

It is well for the more advanced pupils to remember that a billion is not the same in all countries. In the United States and in France, it is a thousand millions; in the United Kingdom it is a million millions. An Englishman is bewildered when he is told that our national debt (why don't we say Federal debt?) has exceeded three billions of dollars. And well he may be. In the United Kingdom the fourth period is called "thousands of millions"—just as the letter z is always called zed.

Holding up the hand to indicate the wish to reply to a question is open to great abuse. Forward children answer everything. Timid or indifferent children answer nothing. It is a good rule that the hand shall not be held up except when another pupil has made a mistake, or when the teacher, in asking a question that she thinks a little too hard for the class generally, gives special permission to raise it.—*Exchange.*

One first great lesson for the child to learn from the school is that of punctuality. Nine o'clock is nine o'clock. To come before that time is all right; to come after that time is all wrong. This lesson he is to need by-and-by in his business appointments and in all his dealings with those who, being only his fellow citizens and not the members of his own family, will make no kindly allowances for him. That the virtue of punctuality be insisted on is not for the sake of the school as much as for that of the child.—*Anna C. Bracket.*

Educational Weekly.

DEVOTED TO THE INTERESTS OF

SCHOOLS AND SCHOOL TEACHERS.

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SCHOOL HOURS.

The daily papers are just now discussing the question of "school hours"—how long should children be kept in school? On this subject we believe the general theory adopted by educators and school boards as to the length of time which ought to constitute a school day to be about correct. The fault, if any, is not in theory, but in the manner of carrying (or not carrying) it out. About two hours and thirty minutes in the forenoon and the same time in the afternoon, for pupils about eight years of age, is devoted to school work, recitation and study. One half hour less for children under eight years of age. This time is divided once or twice each session by short periods of rest. This is the theory. As to its execution parents and teachers are to blame for increasing the time, often nearly an hour a day. Parents allow their children to start to school long before the proper time. The sequel is that a large number of them collect on the school premises from 30 to 60 minutes before school time, both in the morning and at noon. The teacher, who is held *rigidly responsible* for the safe keeping of school premises as well as the safe keeping of the children from bodily harm while on the school premises, soon finds it very much easier to manage her double charge by calling the children to order. Order cannot be maintained without employment, and hence the school books are brought forth to aid the teacher to carry out this second happy thought. In this way the children are protected from bodily harm on the play ground, the school premises are cared for, and this satisfies the Superintendent. And thus another *hour* is added to school time, which was just long enough without the increase of 20 per cent, brought on without being so ordered by the authorities, and oftentimes without their knowledge.

These are about the facts, and the remedy is easy: Let parents *see to it* that their children start to school just in time to get there at *school time*. *Five minutes* margin is far better than sixty minutes margin. Then let teachers *remember* it is as *much* their duty *not* to begin school *before* time as it is their duty to begin on time, and there need be no further quibble about school hours. With the rest afforded by change of classes and the almost infinite variety of thought exercises afforded by the recitation itself, two hours and a half in the forenoon and afternoon each, is not too great a strain for children from eight to ten years of age. Half this time we think quite enough for first year pupils.

IS IT TRUE.

In a somewhat extended editorial on "shallowness" the October number of The Teacher uses the following shiny words, which if true in any important sense, ought to arrest the attention of teachers. It says:

"The characteristic of the American mind is shallowness. It has no depth. It contents itself with the thoughts and utterances of others. An erratic pulpit drags its hearers into heresy, and there is no one able to arrest the movement. Mouthing infidels are followed by fickle crowds, and the pulpit is too weak to combat the fiction. Politicians slander the living and the dead, and a thoughtless people stand idly by, neither inquiring nor caring. They love fine words and finished sentences, but to the thought conveyed, they are indifferent. Why should this be? Multitudes attend school, they master the rudiments, they pass on and meet the approval of the interested. Others pass through academies and high schools, and colleges, and universities creditably and with a like endorsement. They are accredited as educated, learned, accomplished. Silently they pass through life, exciting neither comment nor admiration; a disappointment alike to themselves, their friends, and to the community around them."

With the unequaled educational facilities possessed by the American people; with a school system unsurpassed by any nation; with money unstinted and school supplies of the greatest abundance; with teachers educated and trained to teach, and with a sympathetic people who challenge the world in their admiration, support and enthusiastic devotion to the schools, we are not prepared, just yet, to affirm shallowness as the characteristic of the American mind. The individuality of power usually attributed to "giants of other days" may not be more apparent than it was in other days, but the aggregate of human wisdom is the appropriate measure of the present generation, and this *measure* will we believe fully justify the claims set up by those who argue in behalf of the schools as they are now organized. It is not the "erratic pulpit" that drags its hearers into heresy so much as the *weak pulpit* which does not keep properly in the advance with thought capable of leading a better educated pew. It is not "*content*" with the thought and utterances of a weak pulpit, *but discontent*, that enters the pews. There never was a time when fine words and finished sentences counted for less in the absence of thought to accompany the utterances, than now. As an instance in hand, the fine words and finished sentences, the unequaled word paintings of Robert Ingersoll pass for nothing among the American people, when he ceases to be thoughtful and logical in his performances. We do not believe "shallowness" is the characteristic of the American mind, nor do we believe the tendency of teaching at the present time is toward shallowness.

ADAPTATION.

A great deal has been said and well said about "growing teachers." It should be the aim of every one to be a growing teacher. We come short if we are not better teachers this year than we were last. Our education as teachers should never be considered finished. Skill in teaching admits of infinite degrees, and no one will ever be perfect in it. Growing skill in anything, even in works requiring mechanical ingenuity brings joy to the mind. But no element of progress is so efficient as a wholesome discontent. The teacher who would improve must, in a good sense, be restless. He must study and read and experiment, attend teachers' meetings and conventions, and take teachers' papers, and find out what other teachers are doing and have done, ever remembering that improvement comes mainly by comparison. The adoption of correct principles of instruction and the use of good methods in the application of such principles lie at the foundation of a teacher's real success in his profession, but as the circumstances of an instructor change as the habits and tastes of a community change, as what is attainable at one time is not at another, it becomes necessary to our profession to *adapt* itself to the altered states amid which it may labor, and to relinquish what at one time we may have found useful, for the purpose of more fully meeting new demands which may be upon us.

There are teachers, and good ones, too, who have had success in their calling, who have won the esteem of pupils and parents, who have attained honorable distinction; but who have fallen short of what was within their attainment by a kind of rigid adherence to methods and views of instruction early adopted, but needing, like everything else, a certain accommodation to the spirit of the time. What more often engages the attention of common sense men and women than the tendency teachers show to repose upon what they have done, and the ways by which they have accomplished it? There were once modes of discipline in popular use which we shall never see again in their pristine repute. There have been views in reference to the value of particular branches, or courses of study which have passed away. There are times when we must expect to change—to "let go"—to *adapt* ourselves to the changing spirit of the age. The school teacher is always liable to become dull and formal in conducting his recitations. He is of necessity obliged to "beat and beat the beaten track;" consequently the prescribed and daily lesson becomes an old story, and he is in danger of passing it over in a dull and formal way. It is therefore of great importance that he shall possess this spirit of *adaptation* in a high degree, which will enable him to give a freshness and a new interest to every succeeding recitation. The teacher must let go what tradition may have rendered dear, if he would live in sympathy with the present world. He must reflect that what once was dignified by the name of learning, no longer holds exclusive title to that honored place, and adapt his plans and methods to the living present. The spirit of the age is *utilitarian*. Education for its own sake seems to be less sought than it once was. The power over elemental forces given by practical science tends to foster this spirit. Minds labor more in the objective direction than ever before. It is natural, even reasonable, that the influence of this tendency be felt in the schools. The teacher must meet the demand. He must adapt himself to the spirit of the times. This qualification is essential to success. If one thing more than any other hurts the teacher, it is narrowness. Unfortunately the tendency of routine school-work is to produce narrowness. It is not easy to avoid it. So much reading in a limited time, so much spelling, so much arithmetic or geography, so much written formula every day has a tendency to form mechanical habits of mind. Under the fatigue of daily duty the mind disinclines to range much from an appointed path. Unless he struggles against natural tendencies the teacher will feel like doing little beyond what is nominally appointed him. If he has the courage and can learn to "let go" this painful narrowness, and always alert for what is wider than his own experience and wiser than his own conceit, improve by the achievements and example of others, and adapt himself to changed circumstances and surroundings, it will be to some good purpose. Information on any subject may be useful to him.

Answers to State Board Questions.

Orthography.

1. A letter is a visible character representing by itself, or with one or more besides, an articulate sound; the power of a letter is the sound it represents and the influence it may have upon another.
2. Vowels are divided into the general classes, long vowels and short vowels; as a, e, ă, ĕ.
3. Silent letters are used either to modify the representative character of another, or merely to determine signification.
4. The letter u has its regular long and short sounds, heard in use and ŭs; and the occasional sounds heard in urge, rude, and pull.
5. Fa-tīg′-ing, lĕg′-is-la-ture, pro′-grăm, moisten (moi′-sn), bak′-er.

Grammar.

1. The meaning of a word may be modified (a) by another word placed before or after it; (b) by various endings; (c) by the relation it sustains to the rest of its clause.
2. A compound sentence differs from a complex sentence in the equality of rank sustained by its chief members, or clauses. In a compound sentence the chief members are equal in rank; in a complex sentence the chief clauses are unequal in rank. "Straws swim upon the surface, but pearls lie at the bottom", is a compound sentence. "Regulus gladly gave up his life that he might save his country", is a complex sentence.
3. (a) John is clerk. (b) Go.
4. The disciplinary value of the study of grammar chiefly consists in drilling the mind in analysis and synthesis, and in what is termed in mental science as abstraction.
5. The correct form is I intended to go, &c. The perfect tense is not used after verbs of commanding, intending, &c. We can properly express a past intention, &c., by using the present form of the infinitive.
6. The principal parts of a verb are the present indicative, the past indicative, and the past participle; they are so called, because from them may be formed all the other parts by writing with them the proper auxiliaries, or by affixing to them the proper terminations.
7.

```
    SUBJECT.                          PREDICATE.
(It) to write—word . . . . . . . . . is better
   | upon—rock | one
              | the                        than
                                             |
to write---thousand (words)   . . . . . . (is good)
  | upon ( water     | a
         { or  | the
         ( sand.
              | the
```

This is a complex sentence; *than* is a *sub. conj.* or it may be called a *conj. adv.*

8. A participle may be used as -
   - (a) an *adj.*; as, "The branch *broken* by the wind fell."
   - (b) an *adv.*; as, "The people became *fighting* mad."
   - (c) a *noun*; as, "The lads barely escaped *being punished*."
9. Relative pronouns, conjunctions, and conjunctive abverbs.
   The boy *who* came has gone.
   I will go *if* he comes.
   He will recite *when* you come.
10. *About* is a prep. showing the relation of *to leave* to *is*.
   To leave is a pres. act. infinitive used as a noun, the object of the preposition *about*.

Arithmetic.

1. G. C. D. of 56, 70, and 84 is 14; hence, the answer is 14 inches.
2. $14\frac{1}{2} \div 3\frac{1}{2} = 4\frac{1}{7}$; 1st, dug $4\frac{1}{7}$ rds. per day, Then the 2nd, worked $4\frac{1}{7}$ days. $3\frac{1}{2} + 4\frac{1}{7} =$
   $\frac{49}{14} + \frac{58}{14} = \frac{107}{14}$.
   $\frac{49}{107} \times \$53 = \$24\frac{29}{107}$ } answers.
   $\frac{58}{107} \times \$53 = 28\frac{78}{107}$
3. $3\frac{1}{4} + 6\frac{5}{7} + 8\frac{9}{13} + 65\frac{8}{9} = 84\frac{571}{1260} =$
   $84.453176+$;
   $\sqrt[3]{84.453176} = 4.38+$, answer.
4. 1567804 sq. in = 39 sq. rd. $29\frac{1}{4}$ sq. yd. 6 sq. ft. 76 sq. in.
5. 1 hr. 11 min. corresponds to a distance of 17° 45′; he was traveling eastward.
6. Cost, $\frac{2}{3}$; selling price $\frac{1}{2}$; loss, $\frac{1}{6}$; $\frac{1}{6} \div \frac{2}{3} = \frac{1}{4} 2 = 5\%$, ans.
7. $\$\frac{125.50}{1} \times \frac{7}{100} \times \frac{220}{360} = \$5.368+$, ans.
8. $(?) \times \frac{6}{100} \times \frac{224}{360} = \$146.05$;
   $(?) = \$146.05 \times \frac{100}{6} \times \frac{360}{224} = \$3912.053$, ans.
9. The dog gains 2 rds. in running 19 rds.; as many times 2 rds. as the dog has to gain, so many times must he run 19 rds. $\frac{145}{2} \times 19 = 1377.5$; hence, 1377.5 rds.
10. $\sqrt{4.932841} = 2.221$, answer.

Geography.

1. A portion of the Atlantic ocean reaching from Strait of Dover to Shetland Isles, bounded on the east by Norway and Denmark and on the west by England and Ireland. It resembles a parallelogram in shape, and is longer north and south than east and west.
2. Venice is built on 70 islets.
3. Vermillion Sea is an arm of the Pacific. On the west is the peninsula of California, on the east is north-western Mexico. It is 700 miles long.
4. Mt. St. Elias, near S. E. boundary of Alaska.
   Mt. Hood in northern Oregon.
   Mt. Shasta, in northern California.
   Mt. Whitney in east Cen. Cal.
   Mt. Washington, in N. H.
5. Brazil; nearly all the other nations of South America speak Spanish.
6. The Natural features of Central America are rough tablelands, a few mountain ranges and volcanoes, low lands along the coasts, and short rivers. Central America consists of five republics.
7. The Suez Canal is about 100 miles long and joins the Red Sea and the Mediterranean; it is deep enough for vessels drawing 25 feet of water.
8. The Dutch live in Holland, a low, flat country intersected with canals; dykes protect the land from the sea.
9. Saratoga is noted as a summer resort; St. Augustine as the oldest town in the U. S.; Vincennes as the first permanent settlement in Indiana; Chicago as the greatest grain mart in the world; Newport as the place where the Northmen built a tower long before the time of Columbus.
10. Esquimaux, to the Mongolians.
   Sioux, to the Red Race.
   Siamese, to the Mongolians.
   Hindoos, to the Caucasians.
   Turks, to the Mongolians.

Penmanship.

1. (a) In the upper half; (b) t and d are two spaces high, h three spaces.
2. For convenience in distribution and uniformity in care. At the close of an exercise, the books may be passed along

the rows from side to side; then the several bunches may be passed towards the front.

3. By spacing is meant leaving a certain space between two consecutive letters, words, or sentences.

Between the letters of a word, the space is usually equal to the distance between the straight lines of the letter n or u.

4. (a) On the base line; (b) on the head line.
5. A, N, M.

Physiology.

1. From the left side, or over the left shoulder.
2. Chlorine, copperas, and lime.
3. The activities of life are largely dependent upon pure air. Ventilation carries pure air into the room and the impure air out of the room. Hence, its necessity.
4. Clothing prevents the body from becoming cold by reflecting back the heat that is constantly being thrown off, and, by retaining heat or warmth within its meshes.
5. A simple reflex action is the action of a nerve-center, or ganglion, in sending back, on the motor nerves, an impression to an outer part from which the primary impression was received.
6. In the production of muscular force the nerve fibers shorten and thicken.
7. A mixed diet is necessary to please the appetite, thereby producing a copious flow of saliva; and, to supply the tissues with all the various elements needed in the process of uniform nutrition.
8. As the body grows the animal matter in the bones decreases in amount, while the mineral matter increases.
9. Intestinal digestion is the process by which the indigested food, that has passed through the pyloric orifice, is mixed with the bile from the liver, the pancreatic juice from the pancreas, and the intestinal juice from the lining membrane. The starch is completely changed to glucose by the pancreatic juice aided by the intestinal juice; the cane sugar is changed to glucose by the pancreatic juices; the fats are changed to an emulsion by the pancreatic juice aided by the bile.
10. The pulmonic veins and the systematic arteries carry pure blood.

The pulmonic arteries and the systematic veins carry impure blood.

From the foregoing statements we see that this question is deceptive and should not be asked. The answer desired, we suppose, is, that arterial blood is of a bright scarlet color and is heavily charged with oxygen, while the veinous blood is of a dark red color and is heavily charged with carbonic acid.

Theory of Teaching.

1. To govern a school is to subject it to the authority and desire of the governor, or teacher. The purpose of government in school is to keep it in a condition that will warrant uniform and decisive progress in the work - a condition that permits the mind to give uninterrupted attention to its duties.
2. The characteristics of good school government are quiet, industry, and cheerfulness throughout the atmosphere of the school-room.
3. Punishment is pain or restriction inflicted because of offence. It is objectionable because—
   (a) It draws upon the time of the teacher.
   (b) It is apt to disturb the temper of both teacher and pupil.
   (c) It seldom appeals to the better nature of the pupil. It is difficult to convince children that you whip them because it is necessary.
   (d) It may provoke the hostility of parents.
4. A list of rules often suggests offences that a pupil would never think of; and in a minute and rigid system of rules every little infringement must be noticed and the corresponding punishment inflicted—a state of circumstances rendering government troublesome.
5. Corporal punishment is usually, but not always, a bad form of correction, because of the reasons given in the answer to question 3.

Reading.

1. "The word method begins by teaching words as wholes, just as children learn to recognize objects as wholes rather than by noticing the individual parts of which they are composed."
2. "The phonic method consists chiefly in teaching children the elementary sounds of the language rather than their names, and then having the children use these sounds in learning to read." Pupils are thus taught to pronounce words by combining the elementary sounds in their order as he sees the letters of the word.
3. Begin with the word method and after the child becomes familiar with a number of words and can read little sentences, we should analyze the words into their elementary sounds and characters, and thus connect with it the phonic method.
4. In reading poetry, the chief evils to be avoided are:—
   (a) Too rapid utterance.
   (b) A plain and dry articulation.
   (c) A mechanical observance of the harmonic pauses.
   (d) A mouthing and chanting tone
   (e) A sing-song style.
5. The sounds and letters of which it is composed, its pronunciation, and its meaning.

History.

1. The first inhabitants of this country of whom we have any traces were the mound builders. They seem to have possessed the characteristics of civilization—such as industry, ingenuity, religion, etc.
2. The voyages of Columbus fixed to a great degree the part of the New World to be claimed and explored by the Spaniards. The enmity, and in some cases wars, existing among the European nations usually led their respective voyagers to avoid conflicts in the New World by avoiding one another's territory. The French settled in the North and the English and Dutch between the Spanish and French. The cod-fisheries around Newfoundland led both the French and the English to attempt colonization near that latitude. The principle that emigration keeps its latitude may have been of some influence in determining the territorial position of these foreigners in America.
3. The London and the Plymouth Companies chartered by King James 1.
4. The Indians in Virginia becoming troublesome, Bacon, without authority, raised a band of settlers and routed them. Berkeley, the governor, condemned Bacon as a rebel, and raised troops to oppose him; but Bacon had too many friends and the governor failed, and Bacon even became a member of the popular assembly. Berkeley carried on a profitable trade with the Indians, and this fact may explain his non-resisting policy. But more dissensions, terminating in war, followed, and in the midst of the troubles Jamestown was burned, Bacon died, and with him his cause. Many of Bacon's followers were cruelly hanged by Berkeley.
5. At the recommendation of Hamilton Congress adopted two great principles:—
   (a) That public credit was essential to popular and strong government.
   (b) All debts of a government should be met according to contract.

   To carry out these principles, Congress adopted the three following measures:—
   (a) The funding of the public debt.
   (b) The depositing of the proceeds of the post-office as a sinking fund, for the gradual extinction of the debt.
   (c) The levying of imports and internal excise as a system of revenue.
6. The Kansas-Nebraska Bill revived the excitement and enmity that had been allayed by the Omnibus Bill, and this excitement and enmity, from that time on, intcreased until the culmination was reached in the Civil War.
7. The first shedding of blood in both wars occurred on April 19.
8. The effect upon the North was stunning, but the recovery was immediate and complete, and preparations for war were begun on a scale that would indicate that the foe was courageous and strong. The effect on the South was delusive. Many thought the war at an end, and soldiers went home thinking that the North was conquered.
9. Many people in foreign nations depended for their daily bread upon the manufacture of cotton goods, and as the ports of the South were blockaded, the main source of supply of raw material was stopped, and great distress and much starvation were the consequences.

   The results of the Civil War; on our country, were many, Slavery was killed; much progress was made in military science; the great strength of our nation and the bravery of our people were conclusively proved; the right of secession was abandoned; and great advancement was made in ship-building.
10. The "Alabama Claims" were submitted to a board of commissioners from five friendly nations. This board decreed that Great Britain should pay to the United States fifteen and a half millions of dollars

Literary Notes.

CAPTAINS OF INDUSTRY; or, Men of Business who did something besides making money. By JAMES PARTON. Houghton, Mifflin & Co., Boston.

This is not only a very attractive book for young people, it is also one of the most useful. There is no more profitable reading for the young than the lives of men, who shed lustre upon ordinary business pursuits, either by the superior manner in which they have exercised them, or by the noble use they have made of the leisure, which success in them usually gives.

Every chapter in this book contains a valuable lesson. It pays to buy such books for young men and boys. The WEEKLY will be glad to assist in the wide distribution of this class of literature.

Facts, Figures and Personals.

D. Eckley Hunter is having a very prosperous opening of his schools this year at Washington.

Prof. L. R. Klemm, lately in charge of the Cincinnati Normal School, has been elected superintendent of schools at Hamilton, O.

Hon. A. C. Downey, Dean of the Faculty of Law in De Pauw University, formal opened the Law School last week with a good class.

The Chicago Board of Education has abolished the study of Greek in its high schools. The manner in which English has been neglected in its high schools is a disgrace.

Prof. J. Bruce Halstead, of Princeton College, has accepted the senior professorship of mathematics, with a salary of four thousand dollars a year, at the University of Texas.

Students at several of the German universities have taken to rowing, under English trainers, who say that the pupils utterly refuse to give up beer or tobacco while getting ready for races, and therefore do not get into fit condition to accomplish much.

It is the purpose of the authorities of De Pauw University to open up at once the Department of Art and to furnish all necessary facilities for instruction in all of its branches. Miss Lida Duis, late of the Ohio Wesleyan University, is in charge of this department at present.

Miss Emily Bingham has left the Public Library to accept a position as teacher of reading in the Girls' Classical School. Miss Bingham was for two years a pupil in the Boston School of Oratory, and a private pupil of Prof. Ticknor, and she is well known here to be an accomplished reader and teacher of reading and voice-culture.

A. Whiteleather, superintendent of the Schools at Bourbon, sends us a neat pamphlet containing course of study, which we commend specially for what it does not contain. Many courses of study made out for small town schools are so encumbered with matter not adapted to the school as to render them practically useless as a guide to the teachers.

The DePauw University Lecture Course for the present season has been arranged, and embraces the following lecture talent, viz: Hon. Geo. R. Wendling, who has prepared at an expense of $12,000, a superbly illustrated lecture on "An Evening with Hamlet and his Interpreters." Dr. James Hadley on "Heroes and Heroism." Rev. T. De Witt Talmage on "Evolution." Prof. J. B. DeMotte, Illustrated Lecture of Electricity. Concerts will be given by Miss Emma S. Howe, of Boston; the Ridpath Concert Company, and the Chicago Madrigal Club.

One of the most valuable school reports we have received comes from Supt. C. W. Harvey, of New Castle. It is suggestion all the way through. We quote the following kind words about

TEACHERS' MEETING.

The number of such meetings held during the year have more than equaled one each month, the minimum number required by the rule. Teachers have cheerfully attended these meetings, and participated in the discussion of many of those questions which are of vital importance in their profession. From these meetings they have gone to their classes with renewed courage, greater power, and higher aspirations. A livinig growing teacher always appreciates such opportunities for obtaining aid and acquiring information. But necessities for help and enlightenment do not always arise at stated periods; hence, the frequency of meetings should depend upon the requirements of the Superintendent, as to both time and frequency.

Noble County Items.

The country schools will soon open with a greater degree of interest than usual.

The Albion schools have opened with a very large enrollment under the supervision of Prof. E. C. White; he being ably assisted by Miss Hattie Lemmon.

Professor D. D. Luke and G. Kibbe are still enrolled among this county's teachers, the former being superintendent at Ligonier and the latter at Kendallville.

There is a strong sentiment in the county toward holding a general County Association in mid winter. We hope it will prevail as such gatherings give spirit and enthusiasm to our schools and teachers.

X. X. X.

The School Board for the city of Greencastle, has recently purchased of D. H. Baldwin & Co., of Indianapolis, a splendid J & C Fisher piano for the use of the high school. It is worthy of mention that Messrs. D. H. Baldwin & Co., handle the best of pianos. Their terms are reasonable and the firm is one of the most reliable in the state.

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Refer to L W Case, Publisher School Herald, Chicago; D H Smalley, N W School Supply Co; Prof A Markham, Milwaukee, Wis; Wm Tibbals, Escanaba, Mich; Supt B M Reynolds, Faribault, Minn.

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FROM
Indianapolis to the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville .... "	2.47 "	4.42 "	5.32 "
St. Louis.......... arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

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Time Table of Through and Local Trains.

Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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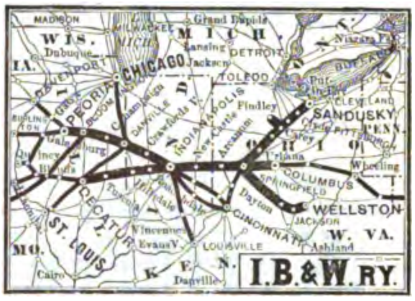

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GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10 28 “	....
Louisville	Lv	7.00 “	....
North Vernon	Lv	9.20 “	....
Rushville	Lv	11 25 “	....
Connersville	Lv	10.10 “	....
Cambridge	Lv	10.47 “	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 “
Hartford	Lv	1 51 “	8.27 “
Montpelier	Lv	2.17 “	8.47 “
Bluffton	Lv	2.52 “	9.17 “
Kingsland	Lv	3.07 “	9 31 “
Fort Wayne	Ar	3.50 p m.	10 10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 “	6.28 “
Bluffton	Lv	12.14 p.m.	6 43 “
Moutpelier	Lv	12.47 “	7.12 “
Hartford	Lv	1.07 “	7 30 “
Muncie	Lv	1.50 “	8.10 “
Indianapolis	Ar	5.50 “	10.35 “
New Castle	Ar	2.41 “	9.06 “
Cambridge	Ar	3.15 “	....
Connersville	Ar	3.52 “	....
Rushville	Ar	4 00 “	10.05 a. m.
North Vernon	Ar	6.10 “	....
Louisville	Ar	8.00 “	....
Greensburg	Ar	5 15 “	....
Cincinnati	Ar	7.10 p.m.	....

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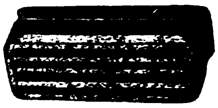

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VOL. III INDIANAPOLIS, INDIANA, OCTOBER 16 1884. / No. 13

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Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, OCTOBER 18, 1884. NO. 14

Current Events.

Senator Morrill has been re-elected to represent Vermont in the Senate for the long term.

The result of the Ohio election gives the state to the Republicans by about 12,000 plurality. The congressional delegation stands ten Republican to eleven Democratic. West Virginia gives the Democrats a majority on the state ticket.

Statistician Peelle has compiled, from the statistical reports of the acreage and yield of the cereal and agricultural products, a summary statement of the State's production, which, cnmpared with the previous year, shows a general increase in the crops.

The Country's Commerce.

The matter of chief importance treated in the annual report of Mr. Nimmo, of the Bureau of Statistics, is the enormous magnitude of our internal commerce. It is shown that the value of the products of the various industries of the United States is seven times the total value of our foreign commerce, nearly three times the total value of the foreign commerce of Great Britain and Ireland, and five times the total value of the foreign commerce of France, including in each case both imports and exports. The total value of the products of industry in the United States is also shown to be a little more than twice the totol value of exports of merchandise from all countries of Europe. The United States is now the largest manufacturing country on the globe. The value of the products of American manufacture consumed at home is five times the value of the manufactured products of Great Britain and Ireland exported to all countries, and more than fourteen times the value of exports of manufactured products from France to all other countries. The relative value of our internal commerce compared with the foreign commerce of the country, is also illustrated by statements showing that 99 per cent. of the coal mined in this country, 95 per cent. of our iron and steel products, 95 per cent. of the products of our leather industry, more than 99 per cent. of our manufactures of wool, 95 per cent. of the products of our cotton manufactures, more than 99 per cent. of our manufactures of silk, and 97 per cent. of our manufactures of glass, glassware, earthenware and stoneware, are consumed in the United States

Foreign.

A monetary conference will be held in Paris the latter part of October. Switzerland proposes the withdrawal of light five franc pieces and increase of her other silver coin

The prospect of a compromise on the franchise bill being reached between the Conservatives and the Liberals is improving. The publication of an alleged government scheme for the redistribution of parliamentary seats to correct the disparity that now exists between the representation of the population in counties and boroughs has smoothed the way for a settlement.

The closing of the university at Kieff has greatly incensed the educated classes of Russia. The excitement among the students of that country is increasing. It is reported that the university at Charkoff has been closed. The Russian government has resolved to proceed against the rebellious students with the utmost vigor.

There is good authority for the statement that the government of the United States has not been asked to mediate in Franco-Chinese affairs by either of the disputants, and therefore it has not, conditionally or otherwise, refused to do so, as stated in a Paris dispatch.

Prince Bismarck has prepared a project to be laid before the Reichstag, at the coming session, for the purchase by the empire of all the railways now owned by the different federal governments, and centralizing the administration thereof in Berlin.

THE FRENCH DEFEATED.

The news of the defeat of Admiral Lespes and the French troops at Tamsui is confirmed. The Chinese, by hiding in the brush wood, suffered some 600 of the French force to land and come within easy range of their guns before they appeared The Chinese General Tso then led an attack upon the rear of the French and the troops became panic stricken. The Chinese killed seventy men and captured one gun. They also beheaded twenty-two French corpses, but desisted from that horrible work upon the protest of the British consul. The Chinese loss was 200 killed and wounded. The fighting lasted five hours, at the end of which time the French retired to their ships.

Educational Miscellany.

The Dark Side of a Teacher's Work.

BY CECILIA E. WILKINSON, LAPORTE COUNTY.

How many are there, who are always looking for the dark side of everything! And a faithful search will surely be rewarded.

The scriptures say "Seek and ye shall find." While this text is usually taken, in a spiritual or religious sense, it is equally applicable to mental and even physical life.

Darkness is only a shadow,. and as shadows cannot exist without light, that same light is not far distant, and an earnest watch or a patient waiting, will not fail to reveal it. Shadows may sometimes be entirely and instantly banished from our sight, by turning away from them.

Undoubtedly there are shadows intermingled in a a teacher's work but not more than fall to the lot of those fighting life's battles in other employments. Each occupation has its peculiar advantages, likewise its disadvantages.

First, let us notice some of the trials of those employed in our city schools,—not that city teachers are superior in quality or quantity to country teachers. The *tens* employed by city trustees, are outshone by the hundreds engaged by country trustees. This much for numbers. Neither does merit always meet a just reward; and how frequently do chance, or helping friends, or policy in politics, push into place, and keep them there, those unfitted for the work, while true merit spends itself in obscurity. The aspirant for city teaching looks with longing eyes, upon some coveted position, until it is gained; but when the grinding work comes, the eternal drill, the treadmill like process of cramming half a hundred minds, .good, bad and indifferent, with just so many pages per month, so many books per year, the rose hath lost its fragrance, and the cruel thorns appear.

Neither are those thorns rendered less sharp, by a ten minutes visit once in twenty days, from the city superintendent, who oft-times thinks to earn his salary by unjust censure, or dogmatical assertion of things more familiar to teacher than to official, who thinks himself an educational engine, at whose puff the company of teachers must keep the track, and with mathematical precision follow in his wake.

Peck's Sun has its "Bad Boy". This fact stares at us from our newspapers without the purchase and perusal of the book form, which would certainly prove neither a profitable or reputable addition to any teacher's library. Although the sale of this book is said to be enriching the author, its purchasers consist largely of kindred spirits of the hero "Hennery."

But why should the illustrious Peck speak of Hennery in the singular? There are thousands of him. Throughout this mighty nation of ours, there is probably not one school in which there is not a Hennery, who renders the teacher's life doubly hard, by the conspicuous absence of his goodness.

In country schools, we usually find but one, or two, or three of him, while in the city school, his name is Legion. He surrounds the suffering teacher as did the spikes those Priests in hideous cages of torture beyond the seas.

Pardon the digression. But while funds are raised by a sympathizing public to release the priest from his uncomfortable position, in case of the teacher, funds are contributed to hold the victim in place.

Worn out in body and mind, teachers have little interest left for the attractive stores of knowledge contained in the libraries, to which they have access, the eloquent sermon or instructive lecture which they may hear, or even the allurements of opera or drama.

"Each teacher is accountable for the tidy appearance of his or her school room." So reads one paragraph in the school catalogue, and yet will the janitor leave little heaps of sand and mud snugly reposing behind desk leg, or other places of lodgment, while dust upon the furniture, would sometimes be benefited by a street sprinkler, and rooms are made alternately too cold and hot.

In our larger cities the teacher is looked upon by many, as a cringing menial, a cheap machine, with which the market is over-stocked, while the pert miss and master of only six or seven impudent summers, deem the guardian of their school days as very dragon, whom it is their chief duty to hate and torment.

True, this is only the outcome of codfish and petroleum aristocracy, but it forms part of the dark side of the question. Right here might be added the insufficient salary sometimes paid, the ten, twenty or forty cents daily car fare, the crowded, illy ventilated, damp, ofttimes dark basement rooms, in which teachers are compelled to spend long years of wearing toil, with no hope of release save through dismissal or resignation either of which means starvation: or through death, which means, what none can tell.

But at the school superintendent's office it means simply a dispatch to the President of the Board of Education which reads:

"Teacher in room No. 20, Jones school, dead. Send substitute immediately." And the substitute is sent, and the weary educational car moves on with a new victim chained to its wheels, while hundreds of waiting ones are wishing, longing, praying for another vacancy, even though it be by death, into which fate may let them creep.

Far away from the rushing city throng, maddened in the headlong chase for fame or wealth or bread, far from the granite paved and splendor darkened streets, from guilded trappings and squalid misery, from glaring vice and still more glaring flames of gas and electricity, we find amid the quiet hill, or on the wide-spread prairie the work-shop of the country teacher.

Here, the yard is not hedged in, nor darkened with other buildings, but the teacher may find that weed doth corrupt, and hogs break through and root; that mice have taken possession of the house; that each pupil is a "free soiler" leaving foot-prints on the sands of the play-ground photographed, a dozen from each negative, upon the floor, with no janitor to make believe clean out.

He may find the room to have been inhabited by tramps during the previous night, the fact of which is made only too apparent, by missing articles from desks, general disorder of the room, and disappearance of wood and kindlings prepared for morning use, the which his trampship has appropriated to his own private comfort.

In the country school there is to be found a queer animal, not yet extinct in the North Temperate Zone, namely the Overgrown Ignoramus.

It comes pounding in some morning after corn husking is over in the Fall and usually has a Fifth Reader, although unable to pronounce the more difficult words in the first book. Wants to "Let ritin' an jogerphy alone, 'cause father wants me to git through rithmetic by plowin' time." This creature is wont to announce, upon the playground, that it can "Lick the hull crowd with the teacher throw'd in:" and immediately enters upon a complete system of domineering, both open and underhanded.

The county superintendent having so very many, and wide-spread schools to look after, cannot, of course make frequent calls, and during his visit may happen to find things out of their usual order; and therefore form an unfavorable opinion of the teacher's ability, not actually merited.

At school, scarcely two days are alike. The pupil, who behaves and recites well to-day, may fail in both respects to-morrow, or *vice versa*.

There are rainy days to encounter, and snow-drifts to surmount, and parents to molify, who will persist in giving advice with regard to a teacher's duty.

One hobby of the country patron is the "absolute necessity" of corporal punishment.

"If you don't whip my children and get them afraid of you, they won't learn anything!" says one. Then, do you but administer a mild scolding to those same children, and you will hear from the parents, through the neighbors.

To act in such a manner as to escape the accusation of being "stuck up," is not the least of a country teacher's trials; while boarding places are sometimes scarce, afar off, and exceedingly disagreeable when reached.

Of course there are very many annoyances both great and small, not herein enumerated, but one there is, which like the Ghost of Hamlet's father, "will not down."

'Tis the license question. The flaming sword placed at the entrance of the teacher's Paradise (?)

The censure loving portion of the community is ever ready to blame the superintendent for teachers failing to procure a license, especially should he be guilty of of opposing them politically, when he is but faithfully discharging the duty imposed upon him by the State Board of Education, and the August Body of Legislators.

Not only do beginners fail, but teachers of long experience, those well versed in the study of human nature, and whose success in the school room has known no flagging; yet do they find themselves, Belshazzer like, "weighed in the balance and found wanting."

Wanting? in what respect? In the faculty of memory.

Others, with no experience, with no capacity for teaching or governing, no care or thought save for the compensation in dollars and cents, are ready and willing to occupy all vacancies, because, forsooth, the cramming process of our high schools and colleges, has but just completed the work of filling up those minds with the ready made requirements of a teacher, and parrot like answers are forthcoming to the list of very essential (?) questions prepared by the honorable State Board of Education.

Teachers who wish for other and higher places have but to remember that we are as pebbles on the sea-shore tossed hither and thither, by the restless waves of time.

Do troubled dreams intrude upon either sleeping or waking hours, they may be regarded but as dreams, never to be realized.

Are there difficulties to surmount, be they tall as Trinity's spire, or so low as not to be perceived until they cause the foot to stumble, step over, go around, or fight a passage through them.

The Pre-historic Man.

E. C. WHITE, PRINCIPAL AUBURN SCHOOLS.

I.

There is no doubt in the minds of scientists in regard to the authenticity of the Biblical doctrine concerning the beginning of the present race of mankind. But to know when the beginning or even the ending of the pre-historic race was, is a question yet unsolved in the minds of all.

Two fact are self-evident to us, viz: That they were here, and, that they are now extinct. This being the case, of course, all theories in regard to this people must be founded upon their numerous works that have withstood the storms and tempests of ages and that have been exhumed from mother Earth.

Geology divides the epoch of time occupied by the race of people into two ages: The first the "Stone Age" and the latter the "Bronze Age." The latter is excluded, as far as known at the present day, from the United States. Bronze implements are found in Europe, in South America, in Mexico and the British Isles, while the stone implements are scattered over the greater part of the world.

The common names given to these people in America are "Mound-builders„ and "Ancient Aborigines." Their general location was in the Mississippi River and Ohio River Valleys, Mexico, Central America and Peru.

WORKS.

The works left of which we judge these ancient people are composed of earth, slate and rock. In the Mississippi and Ohio River Valleys the former predominate, although we find stone in many places. We find two kind of works scattered throughout these valleys, namely: Enclosures and mounds. The former are generally either square or circular, while the latter are either conical or rectangular pyramids. The enclosures are supposed to have been reared for two purposes: Those on the hills were for fortifications and those in the valleys for sacred purposes, and consisted probably of temples, altars and dwellings of priests made of wood, which long ago had been oxidized and destroyed. These enclosures are from three to six feet in height and are from three feet to various dimensions in width. They generally have doors or openings facing other enclosures or mounds. One of the marked features of these works is the true workmanship, all dimensions and angles being accurate.

Many times these enclosures and mounds cover miles of ground, and the embankments measure from a few miles up to twenty miles in length. One of the most curious embankments is found in Adams County. This is called the "Great Serpent" and is probably of of symbolical origin. Some suppose it to represent the ancient serpent and egg as it has the shape of a serpent with its jaws opened, and just in front of the mouth is a mound four feet high, built in an oval shape similar to the shape of an egg lying on its side. The embankment is upward of four feet high by thirty feet base at the center of body, diminishing toward the tail, and one thousand feet in length.

The mounds are quite universal throughout the United States and were probably made for three purposes, viz: Sacrifice, temple and observation. One of the best examples of the second class is the temple at Cahokia, Ill. This mound is 500 feet broad and 700 feet long at the base and 90 feet in height, having 20,000,000 cubic feet of contents. An example of the first class can be found in all its perfection at Marietta, Ohio, also at Mound City, Ill. In Iowa and Wisconsin we find mounds of an entirely different shape, used probably for the purpose of sacrifices. The outlines are in the shape of men and animals constituting huge bas-reliefs on the surface of the earth.

These works described above are the most numerous in Ohio, Wisconsin, Iowa, Indiana, Illinois, Kentucky, Missouri and Georgia. Just why we find these works in these States and nearly extinct, if not entirely, in others, might be answered in this way: Since the extermination of this race of people, great geological changes have been produced upon the face of the globe. The erasive power of water has been doing its work, tearing down the mountains and covering up the valleys where once this monarch of by gone days once held sway. Therefore, at great depths we find embosomed in mother Earth the ruins of her once intelligent people. Perhaps at this time the lower part of the Mississippi Valley was part of the gulf, therefore, uninahitable.

In Peru, Central America and Mexico we have a far better chance to judge of these people as their dwellings were built of stone, and have out lasted the terrible tropical storms and the insatiate tooth of time. In the dense forest as well as among the plateaus we find mammoth structures of stone erected with such accuracy and fine workmanship that we at once claim for them, as architects, equality with the most enlightened races of to-day.

(To be Continued.)

Lessons in Good Behavior at School.

BY WILLIAM T. HARRIS, LL.D.

It is considered desirable that there should be in schools some instruction in the principles of etiquette. In the United States there is no hereditary caste, and it constantly happens that persons born in the humblest stations rise to high stations. It a source of embarrassment to the "rising man" to be conscious that he is constantly betraying his lack of good breeding to the society in which he is cast. A few lessons in the more prominent rules of etiquette will at least make the pupil observant of customs and usages, and cause him to learn readily the code of politeness followed by the people among whom he is sojourning. Politeness consists rather in conforming to the habits of one's companions (when not immoral) than in specific actions. But each one should know the code of the more refined circles of society. In the hotel, at the dinner party, or in the public conveyance, everybody meets everybody, and has frequent occasion for understanding and practicing the precepts of conventional good breeding.

The manual provided for schools (prepared by Gen. J. W. Phelps ,and published by Cheney & Clapp, Brattleboro; Vt.) contains eight articles. They should be read and commented on in each room containing pupils above the third grade. A few of the best readers in the room may read by turns the portion selected for the exercise,—say five pages of the manual. The teacher leads a conversation on the topics suggested. The following is presented as a syllabus for those lessons, which may occur once in four weeks. on Friday, using the last half-hour for the purpose:

Lesson I.—General precepts: Treatment of enemies and strangers; morality the basis of good manners; how to treat rudeness in others; nicknames: evil communications; unobtrusiveness; affectation; interruption of persons in conversation; charity; rallying and joking; pretentious display; gifts.

Lesson II.—Complaints; direct inquiries; irony and sneers; contempt; envy; coughing, etc. ; undue familiarity; vulgarity; deference to age and position; long calls; controversy; practical jokes; pleasantry; distinction between etiquette and politeness; ceremonies; servants; well-ordered home.

Lesson III.—Dress: Personal cleanliness: bathing; teeth; nails; toilet; fashions; danger to the health from compression of vital organs; measure for dress; jewelry.

Lesson IV.—Carriage and bearing; Improper attitudes; awkwardness; pointing with the finger; physical education.

Lesson V.—Conversation: Pronunciation. voice, slang; control of emotion; laughing; scandal; religious controversy; interruption of others; criticisms; titles; topics of conversation; recapitulation of conversation to new-comers; staring; equivocations; whispering; candor; telling and receiving secrets; written answers to written communications.

Lesson VI.—At the table: Over-haste in eating; table-napkins; when to begin to eat; eating and drinking; soup and fish; helping others; knife; cutting bread; seeds of fruit; emptying the glass; apologies; finger-glasses; eating fruit on the street or in public; hasty movements.

Lesson VII.—Riding and driving; the promenade; attitude on horseback, and in the carriage; dialogue across the street; well-meant attentions; smoking; walking abreast on the sidewalk.

Lesson VIII. At school: Cleanliness and tidiness; cutting or defacing furniture or walls; tale-bearing; peevish temper.

Lesson IX.—Washington's rules of behavior: How to behave in company; arguing with superiors; arrogance; blaming ill-success; giving and receiving admonitions; mocking; laughing at one's own jokes; example and precept; reproachful language; gossip; apparel; bad company; envy; secrets; unseasonable levity; avoid melancholy subjects of conversation; deriding misfortunes; scoffing; friendly manner; detraction; offering advice before it is asked; taking part in contentions; curiosity regarding blemishes of others.

Lesson X. (*Washington's rules*).—Speaking in a language not understood by all the company; avoiding slang; careful pronunciation and articulation; attention to another's words when speaking, without prompting or interruption; proper place and time for business; whispering; comparison; telling secrets; inquisitiveness; promises; taking part in the conversation of superiors; egotism; tediousness; speaking evil of the absent; expressing opinion of one's food while eating; showing anger at the table; take the place at the table assigned by the master of house; reverent manner of speech.—*American Teacher.*

Public Sentiment.

No teacher can pour his own thought into me; he can only awaken my thoughts by his words. Words are merely the instruments, and I must learn to use them with my own power, and in my own way, or I have learned nothing. The best test therefore, for ascertaining whether any one has really learned a thing, is to see whether he can reproduce it in his own way and in his own words.—*H.*

It is a great mistake to suppose that mere perception is sufficient for knowledge. Complete knowledge belongs only to the pure thought of the comprehending reason, and perception is therefore only the beginning of knowledge. It is only when we have raised ourselves to this power of abstract thought respecting a thing, that we have a *true* and *complete* perception of it; the perception is merely the form in which the knowledge is brought together again. In the immediate perception I have indeed the whole thing before me; but the thing cannot stand in my mind as an analyzed and understood idea till there is added to my perception of the form a developed systematic knowledge. It is therefore only the cultivated man who has perceptions that can separate the accidental from the essential, and so from out of the objects the senses present true conceptions by the help of reason.—*Hegel.*

Correspondence.

MUNCIE, IND., OCT. 13, 1884.

Friend Olcott:—Your letter reminding me of my promise is received. Our schools are going on smoothly. On last Friday afternoon, together with high school teachers and the fourth year class of the high school, we visited Spiceland and spent the afternoon in Mr. Dawson's Observatory, viewing sun spots and at 3 a. m. Saturday morning commenced observations of planets and fixed stars. Saturn with its rings, Jupiter, Venus and Mercury were all objects of interest. Besides the moon some Nebula and a few double stars were seen through Mr. Dawson's telescope.

Mr. Dawson is a most interesting man. His apparatus is chiefly his own make, and I feel that the inspiration received by visiting a man of such a character, more than repays any man or class. Let others try it.

Yours Truly,
JOHN M. BLOSS.

WARSAW, IND., OCTOBER 10, 1884.

Editor Weekly:—Our scheme for raising the standard of our schools is working admirably. We now have over 150 teachers enrolled in our teachers' study club. Nearly all of the teachers in the county will avail themselves of the advantages offered by the Board of Education. We have arranged the three studies of Algebra, Physical Geography and Civil Government into a course of study for our teachers, setting forth the time in which each division shall be completed, and after having passed a satisfactory examination, shall be admitted into the next division, and when the subjects shall have been finished, a final examination in all the subjects will be held. For the benefit of those who may be ready for final examination, we shall hold our first one on the fourth Saturday in November, and quarterly thereafter. The scheme is arousing great interest and enthusiasm among teachers, and we shall look forward for better results in our schools. Our schools will open November 17, and previous to their opening I shall hold a Township Institute in each township, in order to get the work required the coming year before the teachers, at which time I shall organize reading circles in the different townships. More anon.

Respectfully Yours,
S. D. ANGLIN, County Supt.

Educational Weekly.

DEVOTED TO THE INTERESTS OF

SCHOOLS AND SCHOOL TEACHERS.

C. S. OLCOTT, Publisher,

24 South Pennsylvania St., Indianapolis, Ind

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Each weekly issue contains important matter arranged under the following headings:

1. Current Events,
2. Public Sentiment.
3. Current Science,
4. Practical Lessons,
5. Primary Lessons.
6. Pedagogics.
7. Educational Miscellany.
8. Facts, Figures and Personals.
9. Correspondence and Home News.
10. Official.

OFFICIAL MATTER.—The Publishers are authorized by the State Superintendent of Public Instruction to say that they shall have free access to the records and decisions of the Department, and shall be furnished with facilities to inform their readers of everything of public interest connected with his work.

Examination Questions and Answers will be published promptly.

J. M. OLCOTT, Editor.

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John S. Irwin, Superintendent Schools, Fort Wayne.
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NOTICE TO SUBSCRIBERS.

When you find your subscription has expired, renew at once, so as to keep your files complete. Our circulation has increased so rapidly it is impossible now to supply back numbers.

The Weekly will not be discontinued to responsible parties until so ordered. Read the newspaper decisions below. Bills will be rendered from time to time and prompt payment will be expected.

Subscribers wishing to introduce the Weekly to their friends should write for sample copies, which will be sent free to any address.

NEWSPAPER DECISIONS.

1. *Any person who takes a paper regularly from the post office,—whether directed to his name or another's, or whether he has subscribed or not—is responsible for the payment.*

2. *If a person orders his paper discontinued, he must pay all arrearages, or the publisher may continue to send it until payment is made, and collect the whole amount whether the paper is taken from the office or not.*

Address all letters, telegrams, etc., pertaining to the business management of the Weekly, and make drafts, money orders and checks payable to C. S. Olcott, 24 South Pennsylvania Street, Indianapolis. Matter intended for the columns of the Weekly should be addressed to J. M. Olcott, Greencastle, Ind.

We call special attention to "Lessons in Good Behavior at School," in another column. The subject is one of first importance, and the treatment of the subject by Dr. Harris is of very great value on account of the *syllabus* for lessons which may occur once a week, and which we print in full.

Economy of labor should be more observed by teachers. Teachers work too hard in a purely mechanical way. There should be more directing—less doing. Teachers often do what their pupils might do as well and to their intellectual advantage. The correction of long lists of spelling papers, for inatance, might better be done by eager pupils than by the teacher, wearied and harrassed by other duties, and the time would be gained for more important things. Indeed, nothing improves children so much as the critical inspection of the work of others. Teaching is the best means of learning—let our pupils become teachers within proper bounds.—*Exchange.*

Elsewhere we publish a letter from County Superintendent S. D. Anglin, of Warsaw, which shows what a little organized effort will do. We have urged County Superintendents to write us frequently in regard to their plans for elevating the standard of their schools, for publication in the WEEKLY. Again we repeat the invitation. Write us specially in regard to your success in the organization of the Reading Circles and your methods of conducting Township Institutes. The WEEKLY will publish the monthly outline for the Reading Circle as soon as it is made out, and by way of encouragement will be glad to publish all communications of interest pertaining thereto. We invite correspondence.

Recess time should be devoted to play *outside the school-room,* except during very stormy weather. And as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offence; and those who are not deprived of it should not be allowed to spend it in study; and no child should *ever* be confined to the school-room during an entire session. Recess is a most important relief to the weariness of muscle and mind, which all children (and most teachers) feel after being in school for one and one half or two hours. Without it there comes on a mental listlessness, which defeat the very purposes of the school. The cure in either case is rest. Change of position that will thoroughly rest both body and mind is absolutely necessary. To study *hard* it is necessary to study *comfortably.*

The Bureau of Education at Washington is doing valuable service in issuing "Circulars of Information," of which No. 4, 1884, is the latest and contains the proceedings in full of the Superintendents' Convention held at Washington, February 12–14, 1884. The circular contains the text in full of Hon. John W.

Holcombe's original and very able address on the "Supervision of County Schools." Also the discussion which followed, by Prof. A. L. Wade, of Virginia, and others. In this paper Mr. Holcombe strongly advocates the plan of township principals, which he has already recommended in the recently published outlines for Township Institutes. As this "Circular of Information" can easily be obtained from the Bureau of Education, it will prove well worth the trouble to get it and read Mr. Holcombe's argument in support of this important question relating to the improvement of township schools. The same circular contains Dr. Harris' address on "Recess" and a dozen other able papers on important educational questions.

The following from the Ohio *Educational Monthly* is an extract from the opening address of Supt. J. J. Burns to the Dayton teachers, on his first appearance before them in his official capacity, which should be read in connection with our editorial of last week on adaptation:

"I shall offer to-day no formal contribution to the discussion of the great problem of education; but it will not be out of place for me to ask each lady and gentleman connected with the teaching force of this goodly city, to turn a critic's'eye upon his past career to determine in what ways it may come to pass that the next chapter of that career may be written in bolder and more luminous characters than those chapters already turned and measured by the bookmark of time which traverses our professional lives. If our future work is not better than our past, are we doing our full duty by ourselves and for our vocation? In this way alone can experience avail us much of skill or wisdom. Without this constant effort to improve on our past, practice does not make perfect; it only organizes our imperfections into an impassable barrier across the path which would lead us forward and upward. But our own experience is not the only thing capable of shedding light upon our duties and the better ways of performing them. There is growing up a body of professional reading—there is a slowly-evolving science of education; and though familiarity with it will not *insure* a teacher's success (for after all our science, our modes, our systems, the man himself is a large and variable factor in the teacher's equation) it will do much to warn from hurtful blunders, and to set up guide-boards at distracting cross-roads. Hence, every teacher should be a diligent reader of the literature of his vocation, as well as a painstaking observer of methods and results which fall directly under his eye, and a loving student of human nature as it is represented in the concrete boys and girls who pitch their moving tents in our camp for several hours a day during ten months of the year, who have learned so many things before we meet them, and to whom we are to be guides, directors, while they continue to learn things, to see relations, to develop capacities, to grow spiritually as they grow physically."

WAIT FOR RESULTS.

If we concede education to be a *growth* (and who does not) we must as well concede that *time* is an essential element of growth. In our estimate of results ime cannot be safely overlooked. Time will not wait for us, but we must wait for time to do its part as an element of growth. Repeated observation has proved to us conclusively, that *too much ardor* is a common fault with young teachers, more particularly perhaps with lady teachers. The young lady has looked forward through many years, to the era when she may be prepared to take charge of a school. That time has come, and her dearest wish is to be a *good* teacher,—to gain a *high* place. She engages in her duties eagerly—laying many fine plans, without even dreaming that she may not with resolution make them effectnal. She must be a first class teacher, nothing less will satisfy her ambition, and in her innocence, she concludes that all is depending on her "first school;" that will decide her reputatiou. So she commences, ardent and hopeful, and if the improvement of her pupils were proportionate to her ardor, in one short term they would pass from the alphabet through several grades. But very soon ardor becomes impatience because her scholars do not learn. She is anxious to *see* their improvement from day to day, and as she cannot, she tires of her employment, and perhaps abandons it after one or two terms, though she may have possessed all the elements of a good teacher save patience and perseverance. To such teachers we would say "*wait for results*;" look for the improvement of your pupils back through weeks and months of time. It has been so ordered that education enters the mind slowly, very slowly it seems to our short-sighted vision; but because we cannot *see* the stalk of corn increase in height under the genial sun-light of midsummer, it is madness to argue hence there is no growth. The improvement will be evident after many days. *Too much* ardor leads to impatience. Rather let your leading motives be a sincere desire to benefit your scholars. Trim well your lamp of patience from day to day, and by its true and constant light you may effect some good, and win a desirable place in many hearts. Do good for good's own sake, and "*wait for results*".

TRUTHFULNESS.

Among other *wise* things, we often *say*, "it is the purpose of the school to make good citizens." To this proposition all thinking people readily assent. School opens and at the end of four weeks the pupils in our grammar grades are subjected to a rigid examination ongeography, arithmetic, history or grammar. We are careful to note the answers to *these questions*, but to take an account of the *lies* told or even written on the examination papers, or to ascertain whether these pupils can tell the *truth*, does not often concern us. Which makes the best citizen, one who can tell the truth, or one who stands 100 in his answers to questions in arithmetic, many of which are obtained by lying or cheating? It is natural for man to be in harmony with himself, to act as a unit, to speak and appear just as he feels and thinks. To dissolve this union of *inward reality* and *outward appearauce* is unnatural, and can be accomplished only by a great effort. The youth may never have told a lie, this *union* may have never been dissolved, but now comes the *pressure* of an examination test, a true expression of their ideas in written words is demanded; a new difficulty arises in mistaking the true meaning of words, or from ignorance of grammatical construction; mistakes are made with regard to number, tense, or person; particles which express expansion or limitation are used in the wrong way; the degrees of comparison are disregarded, or a part is taken for the whole, or vice versa. In the mind of the child great confusion arises, but there is no alternative, he *must* get an answer to the question. Under this immense pressure the strong fortification of truth begins to tremble, the good protecting angel of innocence begins to recede, unprotected the natural "union of inward reality and outward appearance" begins to dissolve; the pupil with a trembling, undecided appearance, and a down cast eye, rather than to suffer the disgrace of a failure to "pass," puts down a solution not his own. Every subsequent lie is uttered with less effort and accompanied with less remorse. In a little while the *habit* of lying is formed, and many other evil things and habits hide themselves behind this screen, and thus escape being observed or checked. In this way a pupil often gains a superiority over the teacher and the latter becomes a plaything in the hands of the former. The question now comes: *What is the best method of training children to tell the truth?* A good answer to this question is worth more to our schools than an answer to the question: What is the best method of teaching geography? Will some one answer the question for us? The danger is that we become a nation of "liars." If prevented at all it must be done in the schools. In a recent number of the North American *Review* an undisputed article pertinently asks the question, "Are we a nation of rascals?" In view of Bank failures, stock speculations, legislative repudiations, elective frauds and electioneering scandals, etc., if it be true that "what you would put into the life of a nation you must first put into the schools," it is time to pause and consider the question which lies at the foundation of all iniquity. Does the evolution of public sentiment begin with the schools? If so, there is a fearful responsibility resting upon teachers. Prof. Howard Sandison says (and we know no better authority on this subject), "The child comes into being, not with habits formed, but merely the capacity for habits."

"Character is, in an important sense, within the power of the instructor; and the formation of habits is the great end of his work."

"The habits that should come through education are *habits of right action.*"

Character is the principal thing. Character is better than knowledge. Can we not, as teachers, think of the *principal thing* more than we do. Can we not think more of the *persons* taught than of the things taught, aad teach the children to speak the truth?

Indiana's School System as Illustrated at the Madison Exhibit.

Superintendent Holcombe is preparing for his annual report a complete statement of Indiana's work and progress in the educational field during the past few years. As illustrative of this progress he publishes a complete catalogue of the recent exhibit by Indiana at the Madison, Wis., meeting last July. We present in brief below the catalogue of

THE DEPARTMENT EXHIBIT.

1. Banner, "Indiana School system," classifying officers and institutions.

2. Banner, Map of Indiana with school statistics.

3. 16-page folders, "Public School System of Indiana" giving the school officers and boards, with their duties; statistics of funds, revenues, population, enrollment and attendance; the uniform organization of the country schools; the system of uniform examination and graduation of pupils of the country schools; the observance of Arbor Day, etc.

4. Sixteen volumes containing reports of all the Superintendents of Public Instruction.

5. Two volumes containing all the editions of the school law, issued by the Superintendents of Public Instruction.

6. Twelve volumes of the Indiana *School Journal*, containing official decisions of the Superintendents of Public Instruction.

Two volumes of the EDUCATIONAL WEEKLY, containing official decisions of the Department of Public Instruction.

7. Three volumes of the *School News*, containing official announcements relative to the school system.

8. Large folio volume, "The Examination and Licensing of Teachers," containing the law on the subject of county examinations; a list of the examiners (Co. Supts.), programs of the last annual Convention of County Superintendents, requests for questions, Department Circular concerning the standard of gradation of manuscripts, twelve lists of questions used in the preceeding year, copies of school licenses, model question packets; also, the law on the subject of State examinations, the list of questions used at the last annual examination, and copies of State certificates.

9. Volumes made up of requests of County Superintendents for questions, with stipulations concerning the use of the lists.

10. Volume of blank forms for reports of various officers to the Superintendent of Public Instruction.

11. Large folio volume, "Uniform Course of Study and Examination of Pupils," containing the law on the subject of common-school studies, the proceedings of the Convention of County Superintendents relating to the subject, the Uniform Course of Study adopted by the Convention for the county schools of the State, the proceeding of the Convention relative to a uniform final examination of pupils, the question lists prepared by the committee for such examinations, copies of country school diplomas, and specimen programs of township graduation exercises.

12. Large folio volume, "Arbor Day Celebration," containing Department Circulars concerning the celbration of Arbor Day, the addresses of the Governor and the Superintendent of Public Instruction published for the occasion, the other literary exercises arranged for the purpose, the address by Hon. B. G. Northrop relative to the celebration, specimen programs for the

exercises of city schools, and a summary of results as published in educational periodicals.

13. Large folio volume made up of circular letters addressed by the Superintendent of Public Instruction to the county superintendents and trustees.

14. Large bound volume, "School Funds and Revenues, 1882—Bloss, Superintendent," being a compilation of the financial reports of county auditors and commissioners to the State Superintendent of Public Instruction.

15. Large bound volume, "School Funds and Revenues, 1883—Holcomb, Superintendent," being a compilation of the financial reports of county auditors and commissioners to the State Superintendent of Public Instruction.

16. Two volumes of catalogues of Indiana University,—'54 to '84, complete.

17. Volume of catalogues of Purdue University,—'75 to '84, complete.

18. Card book containing commencement programs of city and town schools, and programs of teacher's associations and county institutes.

19. Large folio volume, "Programs and Circulars Relating to the County and Township School Administration."

20· "Certificate of Award" of the Centennial Exhibition," won by the Department of Public Instruction of Indiana.

21. *Un Diplome Medaille d' Or;*" awarded by the *Exposition Universaille* of Paris, 1868, to the Department of Public Instruction of Indiana.

22. Volume, "The School Law of Indiana; 1883—Holcombe."

23. Pamphlet, "The School Statistics of Indiana; 1883—Holcombe."

24. Volume, "Outline of County Institute Work—1883."

25. Volume, "Outline of County Institute Work—1884."

26. Pamphlet, "Proceedings of the Convention of 1883 of the Indiana County Superintendents' Association."

Facts, Figures and Personals.

Bancroft the Historian was eighty-four years old on the 3d.

Confer a favor upon your friends by mentioning our "special offer" of this issue.

E. W. McMahon is one of the new teachers in Ft. Wayne College.

President Theodore D. Woolsey and Rev. Amos Cheesbrough, of Yale College corporation, have resigned, the former on account of old age, being eighty-three years old.

Ft. Wayne College opened last week with an enrollment of about one hundred. The new building is not quite finished, but will be ready for occupancy in a few weeks. Dr. Yocum remains at the head of the institution.

The professorship of chemistry at Wabash College, Crawfordsville, has been awarded to Dr. E. R. Lewis, who was for twelve years professor of chemistry in the Syrian Protestant College, Beirout, Syria, and more recently a physician in that city. The doctor accepted the position and entered upon his duties.

Prof. E. C. White, the new Superintendent at Albion, and County Superintendent Denny both have fine collections of minerals, mound-builders' relics, etc. Together they might start a fine county museum. Mr. Denny recently discovered a mound-builder's skull which was pronouced by Prof. Collett one of the finest in existence.

The Central Indiana Normal School, of Ladoga, A. F. Knotts Principal, opens with an attendance, in all departments, of 154. The school has had a hard struggle in the past, but the prospects for the future are quite encouraging. Mr. Knotts began his work last year with only 19 enrolled. He is a young man of energy and we wish him success.

Prof. J. Fraise Richard is gradually working up a good Normal school at Logansport. The next term begins Nov. 4. The excellent arrangement of his college building and the beauty of its location are, aside from Prof. Richard's well known qualifications as a teacher, a strong inducement to students to attend.

Superintendent Hinsdale states that in Cleveland 68.8 per cent of the total enrollment are in primary grades, 26.2 per cent in grammar grades, and 4.5 per cent in the high schools; or in another way, of 108 children who enter the primary grades, 1 graduates from the high school; of 60 who finish the primary studies, 20 complete the grammar studies; of these 20, 4 take the second year in the high school and one graduates.

Typographical.

In the answers to questions in Physiology last week, the printer used the work *systematic* instead of the proper word *systemic*; also, *veinous* instead of *venous*. As both errors are often made by teachers, it would be well to note this item carefully.

Educational Exhibit at New Orleans.

At the call of Gen. James R. Carnahan, Indiana Commissioner for the World's Fair at New Orleans, a number of superintendents met at his office on Thursday, to consider the question of an exhibit of the Indiana schools. It was decided to issue circulars at once and to use every possible effort to make the exhibit a success. Indiana "surpassed the world" at the Centennial and must again take the front rank among States at New Orleans. We will publish something more in detail in regard to this matter next week.

General Carnahan, Indiana commissioner of the World's Exposition, has issued a circular calling a meeting of the county and city school superintendents, at the rooms of the State Board of Agriculture in this city, on Thursday, the 16th inst., to determine upon the arrangements for the Indiana educational exhibit at the exposition.

The will of Mrs. Augustus M. Huntington, formerly Mrs. Shumway, has been probated. She gives $300,000 in trust to Bishop Whipple, of Minnesota; directs that $100,000 be applied to building Shumway Hall, on the Shattuck school-ground, at Fairbault, Minn., and $50,000 for its endowment, for the education of boys; another $100,000 is given for the erection of Johnson Hall, in memory of her father, in Seabury Divinity School-grounds, at the same place, with $50,000 endowment, for the purpose of assisting students of that school.

The University of London has taken an important step in resolving to confer a new degree, to be called the "Teachers' Diploma." It is to be under the seal of the University, and signed by the chancellor. No one will be examined, however, who has not already graduated. The examination will test the practical ability as well as the information of the candidates, and will combine a close scrutiny into the knowledge regarding the theory of the art of teaching. These diplomas will be certificates of the highest order.

Condition of the State's School Houses.

The sanitary statistics in relation to the school houses gathered by the State Board of Health, have been compiled, and it is shown that the size of the yards of 65 per cent. are one-half acre or less, while 35 per cent are an acre or more. Fifty-three per cent. have their yards fenced, and 47 have not. Water stands in the yards of 14 per cent. of the whole number. Thirty per cent. of the school houses are not well ventilated. Seventeen per cent. of the stoves are not safe and are not in good order. The water for the pupils in eleven school-houses is obtained from open ditches, and 12 per cent. of the wells are not safe from polution. Fifty-eight per cent. of the pupils are not required to be vaccinated before entering school. Twelve per cent. of the pupils from houses where dangerous or infectuous diseases are prevailing are not excluded from attendance at the schools. The doors of 74 per cent. of the school-houses do not swing outwardly, as the law requires.

Special Offer.

In view of the great importance to teachers of the Indiana Teachers' Reading Circle the WEEKLY has heretofore done and will continue to do all in its power to aid in the organization of the work and to assist teachers in reaping its full benefits. To this end all information in regard to the Circle, together with the monthly outlines and other matter of interest (such, for instance, as the poem for Sunday reading published Oct. 4) will be published as soon as prepared by the committee in charge. In order that all teachers not now subscribers may have the benefit of the prompt publication of these helps, we will send the WEEKLY for six months to any person not on our list on receipt of 75 cents. Besides the information in regard to the Circle, in the period named, subscribers will get the full proceedings of the State Teachers' Association, which will be published immediately after adjournment of that body. A rare opportunity to secure a single subscription at club rates. Subscribers may confer a favor both upon us and upon their friends by mentioning this offer.

Literary Notes.

FENNO'S FAVORITE No. 2 is a neat paper-bound volume of 264 pages, containing One Hundred Choice Pieces for Reading and Speaking. A trained judgment is shown in the selections; they are fresh and well-suited to elocutionary purposes. The print and paper are excellent.

BOUQUET OF SONG, A Graded Course of Singing. Edited by DANIEL BATCHELLOR. Chicago, S. R. Winchell & Co.

The Tonic Sol-fa system, which has wrought such a reformation in England as is unprecedented in the history of music, is now being taught in the various parts of this country. So great has been the interest awakened wherever it has been introduced, that there is a growing demand for good class-books The BOUQUET OF SONG was originally prepared for Mr. Batchellor's use in his own classes, but the call from other teachers was such that the first edition was quickly exhausted. To meet this want, the book is now placed before the public in an enlarged form. The work begins with the simplest exercises of the First Step, and goes on in progressive order into the Sixth Step. The exercises are carefully graded, and considerable pains have been taken to provide such tunes as will combine pleasure with instruction. The book is nicely printed on heavy paper, and is far superior to the ordinary music book. Price, post-paid, 25 cents.

THE MAN WONDERFUL IN THE HOUSE BEAUTIFUL. An Allegory Teaching the Principles of Physiology and Hygiene, and the effects of Stimulants and Narcotics. For House Reading. Also adapted as a Reader for High Schools, and as a Text-book for Grammar, Intermediate, and District Schools. By Chilion B. Allen. A. M., LL. B., M. D., and Mary A. Allen. A. B., M. D., Members of the Broome Co. (N. Y.) Medical Society, 370 pp., 12mo. extra cloth price $1.50. New York, FOWLER & WELLS Co., Publishers, 753 Broadway.

The book is an allegory in which the body is the "house beautiful" and its inhabitant the "man wonderful." The building of the house is shown from foundation to roof, and then we are taken through the different rooms, and their wonders and beauties displayed to us, and all this time we are being taught—almost without knowing it—Anatomy, Physiology, and Hygiene, with practical applications and suggestions.

We are then introduced to the inhabitant of the house, "the man wonderful," and learn of his growth, development, and habits. We also become acquainted with the guests whom he entertains, and find that some of them are doubtful acquaintances, some bad.

and some decidedly wicked, while others are very good company. Under this form we learn of food, drink, and the effects of narcotics and stimulants.

The illustrations are of the best, and these, together with the happy verbal illustrations, give the reader a clearer idea of the subjects treated than any other work dealing with the same themes.

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—AND—

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1884; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

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January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville........ "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

☞PARLOR CARS run on "No. 1," Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

☞A LOCAL PULLMAN SLEEPING CAR is run on "No. 7," from Indianapolis to St. Louis. The same is placed on side track at Indianapolis, and is open at 8 o'clock p. m. for the reception of passengers, who may thus retire early and obtain a full night's rest.

The 11.55 (Noon) FAST LINE

Lands Passengers in St. Louis, Kansas, Colorado, Nebraska, Oregon and California, from Ten to

24 HOURS IN ADVANCE
OF ANY OTHER LINE,

FOR PARTICULAR AND RELIABLE INFORMATION about Rates, with Time Tables, Maps, &c., please call upon or address. H. R. DERING,
Ass't. Gen'l. Passenger Agent,
Indianapolis, Ind.

TAKE THE
Cincinnati, Hamilton,
—AND—
DAYTON R. R.,
Which is the BEST ROUTE between
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EATON, RICHMOND,
CHICAGO,
AND ALL POINTS IN THE NORTHWEST.
OXFORD, — CONNERSVILLE, — RUSHVILLE,
INDIANAPOLIS,
TERRE HAUTE, VANDALIA, MATTOON,
ST. LOUIS,
DANVILLE, BLOOMINGTON,
PEORIA,
AND ALL POINTS IN THE WEST.

For Maps, Time Tables and other information, call on Station Agent, or address General Ticket Agent, Cincinnati, Ohio.

EO. S. GRISCOM, Gen'l Sup't.
SAM'L STEVENSON. Gen'l Ticket Agt.

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MRS. L. F. BROCKWAY,
Manager TEACHER'S AGENCY,
Times Building, Chicago.

PAN-HANDLE ROUTE.

Time Table of Through and Local Trains.
Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive				
Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

Pullman's Palace Drawing Room, Sleeping and Hotel Cars through to Pittsburgh, Harrisburgh, Philadelphia and New York, without change. Only one change of cars to Baltimore, Washington and Boston.

Through tickets to all Eastern Cities on sale at all principal ticket offices in the West, at Union Ticket Office, No. 16 North Meridian Street, and at Union Depot ticket office, Indianapolis, Ind.

Sleeping car Berths may be secured in advance by applying to Ticket Agents at City Office or Union Depot, Indianapolis, Ind.

JAMES McCREA, Manager, COLUMBUS, O.
E. A. FORD, Gen'l Pass. and Ticket Agt., PITTSBURGH, PA.

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RAILWAY

4 Solid Daily Trains (each way) Between Cincinnati and St. Louis.

3 Solid Daily Trains (each way) Between Cincinnati and Louisville.

2 Solid Daily Trains (each way) Between St. Louis & Louisville.

ONLY TEN HOURS TIME BETWEEN

CINCINNATI & ST. LOUIS

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FOUR HOURS BETWEEN

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ST. LOUIS & CINCINNATI,

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ONLY DIRECT LINE TO
Cleveland Buffalo, And Niagara Falls.

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Palace Sleeping cars and elegant Parlor Cars run between Chicago and Louisville daily without change.

Through Coaches and Pullman Sleeping cars between St. Louis and Louisville daily.

These are rare advantages. Speed and safety.

Ask your friends if they have ever ridden over the "Jeff" and they will answer "yes, always take the old reliable."

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Indianapolis, Ind.

Office North East corner Washington and Illinois St., opposite Bates House.

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When he travels wants to go quick, wants to be comfortable, wants to arrive at destination on time, in fact, wants a strictly business trip, and consequently takes the popular Wabash Route, feeling that he is sure to meet his engagements and continue to prosper and be happy.

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Has long since chosen the Wabash as the favorite route to all the summer resorts of the East, North and West, and winter resorts of the South, as the Company has for years provided better accommodations and more attractions than any of its competitors for this class of travel. Tourist Tickets can be had at reduced rates at all principal offices of the Company.

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In search of a new home, where he can secure better returns for his labor, should remember that the Wabash is the most direct route to Arkansas, Texas, Kansas, Nebraska, and all points South, West and Northwest, and that round-trip land-explorers' tickets at very low rates are always on sale at the ticket offices. Descriptive advertising matter of Arkansas and Texas sent free to all applicants by addressing the General Passenger Agent.

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Will find the Wabash the most convenient route to all the noted health resorts of Illinois, Missouri, Arkansas and Texas, and that the extensive through car system and superior accommodations of this popular line will add greatly to his comfort while en route. Pamphlet descriptive of the many celebrated mineral springs of the West and South sent free on application.

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Can get the information necessary to secure safe and profitable investments in agriculture, stock-raising, mining, lumbering, or any of the many inviting fields throughout the South and West, by addressing the undersigned.

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Organized April, 1883, Capital, $50,000.

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THE NELSON BUSINESS COLLEGE, Arcade Building, Springfield, R. J. NELSON, Principal: established 1881.

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By the central position of its line, connects the East and the West by the shortest route, and carries passengers, without change of cars, between Chicago and Kansas City, Council Bluffs, Leavenworth, Atchison, Minneapolis and St. Paul. It connects in Union Depots with all the principal lines of road between the Atlantic and the Pacific Oceans. Its equipment is unrivaled and magnificent, being composed of Most Comfortable and Beautiful Day Coaches, Magnificent Horton Reclining Chair Cars, Pullman's Prettiest Palace Sleeping Cars, and the Best Line of Dining Cars in the World. Three Trains between Chicago and Missouri River Points. Two Trains between Chicago and Minneapolis and St. Paul, via the Famous

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A New and Direct Line, via Seneca and Kankakee, has recently been opened between Richmond, Norfolk, Newport News, Chattanooga, Atlanta, Augusta, Nashville, Louisville, Lexington, Cincinnati, Indianapolis and Lafayette, and Omaha, Minneapolis and St. Paul and intermediate points.

All Through Passengers Travel on Fast Express Trains.

Tickets for sale at all principal Ticket Offices in the United States and Canada.

Baggage checked through and rates of fare always as low as competitors that offer less advantages.

For detailed information, get the Maps and Folders of the

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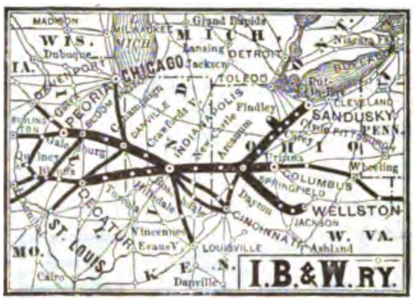
R. R. CABLE, Pres. & Gen'l M'g'r.
E. ST. JOHN, Gen'l Tkt. & Pass. Agt.

CHICAGO.

I.B.&W ROUTE.

THE GREAT THROUGH ROUTE Between the

EAST, WEST, NORTH and SOUTH



This Great through Route is now completed and in full operation, running through Passenger Trains Daily as follows: Three solid trains each way between Columbus, Indianapolis and Peoria. Two trains each way between Columbus, Indianapolis and Decatur. Two trains each way between Sandusky, Indianapolis, Peoria and Decatnr. Two trains each way between Sandusky, Dayton and Cincinnati. Three trains each way between Sandusky, Springfield and Columbus. Four trains each way between Columbus, Springfield, Dayton and Cincinnati. Two trains each way between Columbus, Springfield, Indianapolis and Chicago, with Sleeping and Reclining Chair cars on Night Trains, and Elegant Parlor and Modern Day Coaches on Day Trains.

Its track is laid with HEAVY STEEL RAILS, thoroughly ballasted, with easy grades and few curves. Traveling as it does the heart of the three great States of Ohio, Indiana and Illinois, uniting in close business relationship the capital cities of the first and second, with the second city of the third, and passing through a large number of the most important cities and towns in each, and with all its central location makes it the

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C. E. HENDERSON, Gen'l Manager.
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Ft. Wayne, Cincinnati & Louisville R. R

CONDENSED TIME CARD.

In Effect June 8th, 1884.

GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Montpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

Central Standard Time, which is 28 minutes slower than Columbus, Ohio time.

Round Trip Tickets, at special low rates are now on sale to the Hunting Grounds of the North and the Winter Resorts of the South.

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W. WORTHINGTON, Gen'l Supt.

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Remember that creaky wood standards are out of the question if you want a desk that will stand and also be handsome!

OUR AIM was to make the best Desk in the world. We think we have proof that we have succeeded.

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GLOBES of our own make, with the best Edinburgh imprint; unequaled in beauty and strength. We make them 3, 5, 6, 8, 12, 18, and 30 inches in diameter, mounted for Schools or Libraries.

Andrews' new LUNAR TELLURIAN GLOBE.—the finest thing in the world for showing change of season, phase of moon, etc.

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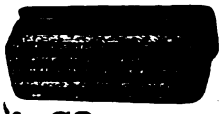

The Best Eraser Ever Made. The ALPHA Dustless Crayon outlasts six Chalk Crayons, and no disagreeable dust. BLACKBOARDS! (forty kinds and sizes); LIQUID SLATING, best quality; SCHOOL INKS; REWARDS OF MERIT, 500 in set, price $1.50—very pretty, with mottoes. A great call for these.

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VOL. III INDIANAPOLIS, INDIANA, OCTOBER 25, 1884. No. 15

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Fort Wayne,
Toledo,
Leavenworth,
Oskaloosa,
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Cuthbert, Ga.,
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Columbus, S. C.
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Gainesville, Tex.,
Palestine, Tex.,
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NATIONAL

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Last April, being then in charge of a large public school, but desiring a position in some good academy or college, I placed my name with your Bureau. During the first part of the present month I received notice from you of a vacancy in such a place as I desired.

Putting myself in communication with the party concerned I received the appointment. I am well satisfied with the management of the Bureau, and feel sure that it fills a useful and necessary place in our school economy. You are at liberty to use my name if you wish.

Respectfully,
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Headmaster, Markham Acad'y, Milwaukee, Wis.
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PUBLISHES THE OFFICIAL DECISIONS OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

VOL. III INDIANAPOLIS, INDIANA, OCTOBER 25, 1884. NO. 15

Current Events.

The Secretary of State has designated Mr. Kasson, United States Minister to Germany, as the representative on the part of the United States at the Congo Conference to be held in Berlin.

It is stated at the treasury department that the recently promulgated treaty with Spain will be a decided advantage to many American industries as soon as it can be put into operation by a congressional ratification.

The Bennett-Mackey cable was landed two hundred yards east of the Oriental Hotel at 12:15 last Saturday afternoon, and at one o'clock the end was placed in the cable station, the cable being carried through the trench on the shoulders of twenty men.

The week in Indiana has been made memorable by the presence of Mr. Blaine. Every where he was greeted with immense crowds and enthusiasm. In Indianapolis there were more people assembled than ever before known in the history of the city.

At the meeting of the trustees of the College of Physicians and Surgeons of New York, announcement was officially made that Wm. H Vanderbilt had given to that institution $500,000 as a building fund. A site including twenty-nine city lots between Sixty-eighth and Sixty-ninth streets on Tenth avenue, has been purchased, and it is understood building operations will be begun at at early day.

Foreign.

Wilhelm I, Duke of Brunswick, is dead.

England and America will join the Congo Conference. Bismarck will preside.

The Belgian Ministers have placed their resignations in the hands of Prime Minister Malou, who will form a new Cabinet.

The franchise and re distribution scheme proposed by the government for Ireland will increase the number of voters from 200,000 to 500,000.

The Pope will create eight new cardinals at a secret consistory. The persons who will be honored are the Archbishops of Vienna, Seville and Palermo; and the Monsignors of Massaia, Merosigoris, Lawrenzie, Masetta and Verga. Then there will be still seven vacancies remaining in the college of cardinals.

FRANCE VS. CHINA.

It is reported that the Chinese have made an attack on Thai Nauyen, in upper Tonquin, and been repulsed with heavy loss. General Briere De l'Isle telegraphs that large masses of the enemy appeared in the Red River region, on the 14th instant, and made an attack on Tuyon Kwang. They were defeated with great loss. No French were killed. The wounded are doing well. General De l'Isle advises the French Government that an effective force of 20,000 men is necessary to continue offensive operations and repel invasion in Tonquin. The Figaro says the plan of campaign of General De l'Isle, as presented to the government, provides for the formation of two columns of 10,000 men each, the first column to oppose the coming of the Chinese from Kwang Si, and the second to operate against the Chinese from Yun Nan, having Hong Hoa as a base, and Lao Kai and Caobang as objective points. Chinese troops continue to pour into Tonquin, and great uneasiness is felt in Paris on this account. The cabinet is divided as to what measures should be adopted to provide reinforcements. General Campenon, minister of war, declines to mobilize a corps d'armee without authority from the chambers.

A PROTECTIVE TARIFF FOR FRANCE.

In the Chamber of Deputies, Marquis DeRoys interpellated the government regarding the economic crisis. He demanded the same protection for agriculture as for manufacturing interests. Minister Ferry replied that the government was equally solicitous as to both industries. The truth of this position, he declared, was shown by the proposed increase of tariff on cereals. He thought the time, however, inopportune for the discussion of this subject. The French press is absorbed in a discussion of protective duties. The Republique Francaise says the economic crisis through which France is now passing can only be cured by the sovereign remedy of an increase in custom duties. Such an increase, it contends, will ameliorate the distress of the agricultural industry, will lower the price of transportation, and make more abundant the circulation of money throughout the interior of the country.

Educational Miscellany.

The Pre-historic World.

E. C. WHITE, PRINCIPAL AUBURN SCHOOLS.

II.

UTENSILS.

Their utensils may be divided into three classes. 1. Domestic, which consists of pipes, vases, pottery, etc. 2. Those used on the war chase, such as arrows, spears, battle axes, etc. 3. Ornaments made of shells, copper, stone, iron and mica.

Now, the question naturally arises, how and where were all these things made? Were they manufacturers or importers? No doubt but that they were both, as we find upon examination and discovery that they were potters, miners, agriculturists and manufacturers of thousands of useful and useless things. Seemingly as soon as their mounds and works were completed in the Ohio Valley, they at once made expeditions of discovery toward the North and opened up the great copper mines near Lake Superior, and in their rude way commenced the manufacturing of ornaments. In their work they could only use the small pieces of copper, chipping off pieces with their stone hatchets to suit their fancy.

A few years ago a very large piece of copper (weighing severals tons) were discovered in a hollow, supposed to have been dug out by the mound-builders for the purpose of raising the copper to the top of the. ground. Seemingly their means were inadequate to raise the metal and they satisfied themselves by merely chipping the block, leaving many stone implements and chips of copper around it. Mammoth trees had grown upon the sides of the excavation showing that many years had passed since the ancient miner's work had ceased.

The pipes and vases are made of many kinds of soft rock, and are many times in the shape of a bird or serpent, showing that art and design is no modern thing in the American. Their pottery has many designs, and sometimes is elaborately painted and marked. I believe only a few whole crocks have been discovered, but we find a great amount of remnants.

This summer there came into my possession a very fine specimen of their work in the shape of a crock 28 inches in height, 18 inches bulge diameter and 10.5 inches in top diameter, with a round bottom. It is the shape of the ancient pottery found in the Holy Land. No person at the present time, ever so well skilled in the manufacture of earthenware, can mould a more correctly shaped jar than the above, even with the aid of a potter's wheel. This jar was originally covered with ten feet of earth and was uncovered by grading, the plow knocking out the bottom of the vessel, as it was found bottom side up. Inside of the jar are several black spots, showing that the kettle has been used over the fire. Around the top of the jar, on the outside, are straight oblique marks, in groups of three to eight. On the whole outer surface are queer markings, as if the vessel had been pounded and worked out with the aid of a rough utensil. On the inside it is quite smooth. The jar is very light and unusually thin for its size as compared with our modern crockery. My conjecture is that the crock was left by the mound-builders when they were on one of their mining excursions to the copper regions, as they did not inhabit Michigan where the crock was found. This jar and other relics are on exhibition at Purdue University.

To give the reader an idea of the rapidity of their work, I will say that it is supposed that a canoe could be dug out in one year, a crock manufactured in twenty days of sunshine and a battle axe cut out of stone and polished in one month's time. If this be true, how many years, yea centuries were they in building some of the now great ruins of Mexico and Peru?

The population was great, and they are supposed to have been ruled over by a king. Their religion, from the engravings still left to us in South America and Mexico, probably was the same or nearly so as the Aztecs and Zuric Indian sun worshipers. They must have had some knowledge of the planets and stars as they had rude astronomical instruments, and from their many carvings and reliefs we must come to the conclusion that they were apt scholars in art.

They are supposed to have been a migratory people, working in this climate only in summer and in winter seeking warmer climes.

The disappearance of this people is shrouded in mystery,but we have many conjectures, a few of which may be of interest to the reader: The writer claims that the Indians drove them out of this part of the United States into Mexico. Another says: "By some great geological change the climate became too cold in the Northern United States and they were driven southward." Still another says that, "a terrible plague swept every vestige of this people from the American and European Continents." I think probably the most plausible is that the Aztecs and Peruvians are remnants of this intelligent people.

Several skeletons discovered have been claimed to be the bones of mound-builders. One was found in California a few years ago, by a miner, 130 feet underneath a lava bed. Another in Mentone Cave, Europe, in 1872 imbedded in stalagmite and nearly fossilized. In both cases a large skeleton with a large facial angle and a fine head. We might sum up the certainty that these people existed here and were intelligent people from the following proofs: 1. Buried skeletons. 2. Stone implements. 3. Arrow and harpoon heads of bone and ivory found in Europe. 4. Bored bones, teeth., etc. 5. Graven figures of the mastodon on ivory found in Europe. 6. Graven figures found in South America and Mexico. 7. Charcoal in every small mound. 8. Fragment of pottery. 9. Mounds, stone buildings., etc.

NOTE.—This article may be of use in using Prof. E. E. Smith's outlines upon this subject found in the EDUCATIONAL WEEKLY of August 9, 1884.

Practical Lessons.

United States History in its Relation to European History. I.

History may be studied in two ways. We may read the works of the best authors and come out at the end with a thorough knowledge of each of the events of the period studied, may know all the dates, be able to name the various kings, queens or presidents, the events of the administration of each, the names of all the battles, with their successful and defeated generals and the various acts of Parliament or Congress in the time. Or we may not know quite so much of the particular events of the period, but may understand the *underlying causes of the chief events*, both direct and indirect.

It is the intention of the writer to present in a series of articles a short sketch of United States History viewed philosophically, (*i. e.* in the second of the methods named) from which he hopes a few suggestions for the study of the subject in this way may be gathered. The articles will be merely an outline, as brief as posible. For an extended research, Bancroft's History of the United States is recommended, to which the writer is largely indebted.

A. CAUSES LEADING TO THE DISCOVERY OF AMERICA.

I. Development of science—Rotundity of world asserted.
II. Growth of maritime power in Portugal and other States.
III. Development of resources of India and the East.

B. CAUSES OF FURTHER EXPLORATION AND DISCOVERY.

I. Discovery of gold and stories of remarkable wealth.
II. Consequent rivalry of nations to possess America.

The civilized nations of the globe are bound together, as it were, by an intricate system of sensitive nerves, so that the slightest movement on the part of any one of them, is instantly felt by all the rest. We see this illustrated in the intense interest with which English newspapers are just now watching the struggle in our country between the protective tariff system and free trade. We see it again in Europe, where all eyes are strained upon the French movements in China, and again in the jealousy with which England's movements on the Nile and Germany's on the Congo are regarded. The same sensitive connection existed four hundred years ago and has existed ever since. Hence it is that American history must be studied in its relation to that of Europe. And there is scarcely an event of importance in our history—we might say none prior to the beginning of the present century—that cannot be traced back to a European origin.

America could not be discovered until science in the old world had, by its gradual evolution, reached such a point that it was possible for men to believe that the world was not flat, but that by taking a westerly course, the eastern part of the then known world might be reached. To evolve this idea was a work which required centuries of thought and study, but until it was evolved, no new world was possible. The Mediterranean had from early times been universally recognized as the one great pathway of commerce, from the pursuit of which, the States upon its borders had amassed great wealth. Portugal, situated on the outposts of the continent, as soon as political events gave her leisure for such pursuits, began to display an intense love for maritime adventures and her navigators had already explored the coasts of Africa. Just at this time reports were circulated in Europe by certain Venetian adventurers returning from a trip to the Ganges concerning the wonderful resources of that country and the immense stores of wealth in which China and Japan were believed to abound. The one great question which absorbed the attention of these maritime powers was how to reach these lands of dazzling wealth by the shortest route. The old way across the desert was a tedious one and open to many perils· Portugal desired to solve the problem by a circumnavigation of Africa. Columbus, firmly impressed with the truth of the recent discoveries in Astronomy, a disciple of Galileo, and riveted in his faith by the opinions of the venerable Toscanelli, came forward with the idea of a westerly route to India, by which that land of riches could be reached in comparatively a few days. The result of this idea was a new world. Here was a glittering prize to the monarch who could first possess it.

Early adventurers sent back stories of gold found near the Atlantic, of Florida, the land of sunshine and flowers, of marvellously rich soils and abundant resources. A tempting bait!—and England, France and Spain vied with one another and with lesser powers to secure it. In the inherent desire of nations for greater territories, we find the one cause, which, during the succeeding century opened the way toward the foundation of the first settlement in America. Having found a cause for the discovery of America and its subsequent exploration, we have now to consider how this vast continent, thus laid bare was peopled.

(To be Continued.)

Public Sentiment.

The Book that does not Arouse a Genuine Love for Reading is a Failure.

Any plan that has form or mechanical execution for its main motive leaves out the wonderful energy of thought in overcoming obstacles. Books arranged on phonic or phonetic plans, without the closest regard to that which a child loves, are generally complete failures. A sentence that does not bring into the child's consciousness a familiar and interesting picture creates no desire for more. The same can be said of empty word repetitions. Writers of primary readers must have their hearts close to the hearts of the little ones in order to know the stories they love, and to write those sentences or stories under the extreme limitations of—1. A very small vocabulary. 2. The still smaller number of idioms known to the child, and the necessity for short sentences. 3. The use of sound or phonics in making associations between ideas and printed words. 4. The continued demand for variety. After the first steps have been well taken, the way is comparatively easy, for the writers of juvenile literature are furnishing an abundance, from which excellent selections may be taken.—*The Practical Teacher.*

She was Encouraged.

From an old school paper we clip the following, because of its very practical value to many of our teachers.

HOW TO TREAT DULL CHILDREN.

The teacher of a large school had a little girl under her care who was exceedingly backward in her lessons. She was at the bottom of the class, and seemed to care but little about what had passed in it. During the school hours singing was sometimes employed as a relaxation, and noticing that this girl had a very clear, sweet voice, her teacher said to her:

"Jane, you have a good voice, and you may lead in the singing."

She brightened up, and from that time her mind seemed more active. Her lessons were attended to, and she made steady progress. One day, as the teachwas going home, she overtook Jane and one of her school-fellows.

"Well, Jane," said she, "you are getting on very well at school; how is it that you do so much better now than you did at the beginning of the half year?"

"I do not know why it is," replied Jane.

"I know what she told me the other day," said her companion who was with her.

"And what was that?" asked the teacher.

"Why, she was encouraged."

Yes there was the secret; she was encouraged. She felt she was not dull in everything; she had learned self-respect, and thus she was encouraged to self-improvement. Take the hint, dear fellow-teacher, and try to reach the intellect through the heart. Endeavor to draw out the dormant faculties of your children by discriminating culture and well-timed praise. Give them the credit whenever you can, and allure them with hopeful words. Many a dull-minded child has been made irretrievably stupid by constant fault-finding, or ungenerous sarcasm. And, on the other hand, how often has a genial smile, or an approving remark awakened into new life some slow-learning scholar.

Official.

The Indiana Educational Exhibit at New Orleans.

The following circular has just been issued by Supt. Holcombe:

INDIANAPOLIS, October 20, 1884.

Dear Sir:

The World's Exposition, to be held in New Orleans this winter, will undoubtedly equal or surpass the Centennial Exhibition of 1876. It will be visited by people from foreign countries, and by many thousands from all parts of the United States. AN EDUCATIONAL EXHIBIT will be an important feature. Many of the States will take part in this enterprise, and every effort is being made, under the direction of Gen. John Eaton, U. S. Commissioner ot Education, to make this the most extensive and complete educational exhibit ever held. The Department of Superintendence of the National Educational Association will hold its annual meeting in New Orleans in February. This will attract to the city many eminent educators, and throughout the continuance of the Exposition, thousands of teachers from the North and the South will be among the visitors. We have been called upon to represent the educational work of Indiana, and we must not-let the reputation of our State suffer. A meeting of city, town and county superintendents, held October 16th in the office of Gen. Carnahan, showed a strong desire on the part of the teachers that Indiana should be well represented.

I therefore request all superintendents or principals of schools of cities, towns and counties, to send me as soon as possible—

1, Copies of the printed manuals, reports, blank forms and all other printed documents illustrating your schools. Send as many copies for the present and past years as you can spare, and at your earliest convenience. This kind of matter attracted much attention in the Madison exhibition, and many copies were given away.

2. Photographs of school buildings. A full exhibit of our school architecture will be valuable and attractive. Please select representative houses of different and varied styles—in a town or city from one to six; in a county about a dozen, exclusive of the towns and cities. Whenever possible take an interior view showing the children at their desks and at the board. Send photographs in the finished proof but unmounted. Architectural drawings of elevations, sections, ground plans, etc., and estimates of cost, should be sent whenever possible.

3. I request each County Superintendent to secure and send me one copy of every newspaper printed in his county in the week beginning Nov. 16th. I recommend that he prepare (or secure the preparation of) an article of from one to three columns in length on "Education in ——— County," and have it printed in such one of the above papers as he may select. The article should begin with a brief description of the county, its location, date of organization, size in miles from east to west and north to south, population, value of real estate and of personal property, names and population of cities and towns, nature of soil, extent and character of agricultural and mineral productions and of manufacturing interests, etc. This should be followed by an account of the educational work in greater detail, bringing out all the interesting points of your school history, statistics and organization. The part of the article devoted to the cities and towns might properly be contributed by their several superintendents or principals. These papers will be bound

in volumes, arranged by counties in alphabetical order, and after the exhibition will be preserved in the Department of Public Instruction.

4. One map of your county, drawn on a scale of three quarters of an inch to the mile, showing civil townships in colors, important streams and railroads, cities and towns by boundary lines, and location of all school houses. The design is to show the number and location of school houses. Represent each house by a large black dot.

5. The exhibit of school work will include the work of the fall term up to the Christmas vacation, and must be sent in by January 1st. A separate circular will be prepared on this head.

Of what I have asked for above, the photographs only will necessitate any expense. If the subject is properly presented to the trustees, they will in many cases allow the amount necessary. When they are unwilling to do this, by a little effort the money may be raised by subscription. In this connection please remember that the value of an educational exhibit is very great in the zeal and enthusiasm it awakens in the children. The experience of education is that it is worth all it costs.

Relying for help in this undertaking on the public spirit and State pride of each person to whom this circular is sent, I remain

Very truly yours,
JOHN W. HOLCOMBE,
Supt. Public Instruction.

Teachers' State Certificates.

At a meeting of the State Board of Education, Oct. 17, 1884, on the recommendation of the Superintendent of Public Instruction, the Board made the following order concerning the examination for State Certificates: *It is Ordered—*

That the examination for Teachers' State Certificates be divided into three parts, and that the questions, prepared by the State Board of Education, be submitted to applicants in the several counties by the County Superintendents, on the last Saturdays of February, March and April of each year.

That the subjects be presented to applicants as follows:

ON THE LAST SATURDAY OF FEBRUARY.

Forenoon—Arithmetic, Grammar, Physiology.
Afternoon—Geography, Physics, U. S. History

ON THE LAST SATURDAY OF MARCH.

Forenoon—Algebra, Reading, Science of Teaching.
Afternoon—Physical Geography, Zoology, U. S. Constitution, Moral Science.

ON THE LAST SATURDAY OF APRIL.

Forenoon—Geometry, Literature, Orthography.
Afternoon—Rhetoric, Botany, General History, Penmanship.

That applicants for State Certificates must have taught school not less than forty-eight months, of which not less than sixteen shall have been in Indiana. They shall present to the County Superintendent, before entering upon the examination, satisfactory evidence of good moral character and professional ability, and pay five dollars each, the fee prescribed by law, which can in no case be refunded.

That the County Superintendent shall, immediately after the close of each examination, send the manuscripts, testimonials and fees of applicants, to the Superintendent of Public Instruction. The manuscripts shall be examined and graded by the members of the State Board, and certificates shall be granted to those applicants who make a general average of seventy-five per. cent., and do not fall below sixty per cent. in any subject.

JOHN W. HOLCOMBE,
Supt. Public Instruction.

To Oliver Wendell Holmes.

ON HIS SEVENTY-FIFTH BIRTHDAY.

From the Critic.

Dear Wendell, why need count the years
  Since first your genius made me thrill,
If what moved then to smiles or tears,
  Or both contending, move me still?

What has the calendar to do
  With poets? What Time's fruitless tooth
With gay immortals such as you
  Whose years but emphasize your youth?

One air gave both their lease of breath;
  The same paths lured our boyish feet;
One earth will hold us safe in death,
  With dust of saints and scholars sweet.

Our legends from one source were drawn,
  I scarce distinguish yours from mine,
And don't we make the Gentiles yawn
  With "You remembers?" o'er our wine?

If I, with too senescent air,
  Invade your elder memory's pale,
You snub me with a pitying "Where
  Were you in the September gale?"

Both stared entranced at Lafayette,
  Saw Jackson dubbed with LL,D.,
What Cambridge saw not strikes us yet
  As scarcely worth one's while to see.

Ten years my senior, when my name
  In Harvard's entrance-book was writ,
Her halls still echoed with the fame
  Of you, her poet and her wit.

'Tis fifty years from then to now:
  But your last leaf renews its green,
Though, for the laurels on your brow
  (So thick they crowd), 'tis hardly seen.

The oriole's fledgelings fifty times
  Have flown from our familiar elms;
As many poets with their rhymes
  Oblivion's darkling dust o'erwhelms.

The birds are hushed, the poets gone
  Where no harsh critic's lash can reach,
And still your winged brood sing on
  To all who love our English speech.

Nay, let the foolish records be
  That make believe you're seventy-five,
You're the old Wendell still to me—
  And that's the youngest man alive.

The gray-blue eyes, I see them still,
  The gallant front with brow o'erhung,
The shape alert, the wit at will,
  The phrase that stuck but never stung.

You keep your youth as yon Scotch firs
  Whose gaunt lines my horizon hems,
Though twilight all the lowlands blurs
  Hold sunset in their ruddy stems.

You with the elders? Yes, 'tis true,
  But in no saldly literal sense—
With elders and coevals too,
  Whose verb admits no preterite tense.

Master alike in speech and song
  Of fame's great antiseptic style,
You with the classic few belong
  Who tempered wisdom with a smile.

Outlive us all! Who else like you
  Could sift the seed-corn from our chaff,
And make us with the pen we knew
  Deathless at least in Epitaph?

JAMES RUSSELL LOWELL.

Wollaton, Aug. 29, 1884.

Educational Weekly.

DEVOTED TO THE INTERESTS OF

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We are glad to know that a class of college graduates has at last been formed at the State Normal School to complete a one year course of professional training. We argued in favor of this policy at the opening of the State Normal School fifteen years ago. Trained teachers who have an education are in demand. This movement if intelligently directed will give the Indiana Normal School a reputation for usefulness not hitherto enjoyed by the majority of schools of that class. College education forms a splendid basis for normal school instruction.

FLIPPANCY.

In the February number of the North American Review the public was treated to a "flippant" article on Defects in the Public Schools by Rev. M. J. Savage, which was widely copied in the daily papers and hurled at school officers by way of criticism, intending to create a sort of antagonism to the strong and thoroughly self-sustaining American system of Public Education. But, as neither facts nor logic came to the relief of Mr. Savage as viewed from the stand point of intelligent citizenship, created by the "American Public School System," his "phillipic" fell still-born. And now comes the Rev. Edward Everett Hale with another flippant effusion on what he is pleased to call Half-Time in School, in which he steps aside to abuse superintendents of education, and goes out of his way to enumerate absurdities which do not now, and never did exist as a part of the Public School System, and which, if true to fact, are wholly "*non sequitur*" in the argument of Rev. Mr. Hale. As an example of superlative "bosh" we quote the following:

"Puzzled with the failure of the new system on its practical side, the educators who "run with the machine" try to strain it to make it take the work that was gladly done elsewhere. To the simple curriculum of the school that taught the R's. this, that, and another thing is added. Whenever an accident or calamity calls attention to the lack of real education there is a demand that the schools shall take something else in hand. Thus, the music fails in churches, and the schools are set to teach music; the girls cannot mend their clothes, and the schools must undertake sewing; a boy does not know a handful of wheat when he sees it in his father's office, the father makes a row, and "the schools" have object lessons in the knowledge of cereals; we are seriously told, by a writer of sense and experience, a woman also, that the schools should be so arranged that a girl shall learn how to broil a beefsteak there."

Superlative bosh! There may be a few educational cranks who insist upon some of these things in school, but the superintendents of *education* throughout the land *insist* upon exactly the opposite. They have music taught in school, not to accommodate the churches, nor so much to teach the children to sing.

but for the culture and development of the elements of true manhood which but comes out of the study of music as a science and as an exercise.

Mr. Hale, referring to the fathers and mothers of the older generations, makes the absurd statement that they *preferred* a "winter school," short term, to a longer time, when the *fact* is a short time was all they could afford. He makes a *virtue* of their necessity. The *only* reason that these fathers and mothers of the older generations did not provide 8 or 9 months' school each year, is they were too poor to pay the teachers. In manufacturing districts, where parents need the services of their children a part of the time, it is well to give them half-time schools, which are better than no schools at all, but this is not an argument in favor of half-school time, *per se*. On the contrary where there is no immediate and urgent demand on the part of parents that their children help to earn a living to such an extent (they should always help to earn a living) as to require half-time out of school, the school education essential to good citizenship, which consists for the most part in the formation of habits of right action, habits of study, habits of thought and of industry, is best attained by regular and consecutive application to the one purpose—always consistent with the well known laws of physical, intellectual and moral development. To charge school superintendents with a desire to take boys and girls out from the working force of the world, and to teach them to understand that they are the only creatures of God that have nothing to do for the world in which they live, in order to magnify their office, is too absurd for serious consideration. Mr. Hale, complainingly says, "Everything yields to the mechanism of these schools." "Any child who could analyze the system intelligently would conclude that the children are the most important persons in the world, that they are born in the purple, and are to be kept in the purple, and that, like the princes in Plato's Republics, they are never to put their own hands to useful work in the common weal." As though the full-time system had anything to do with such a monstrous sentiment. Surely half-time in school is not the remedy for such dangerous sentiment, if it be true. Happily there is not a vestige of truth in the assumption. The teaching of the schools is exactly the opposite. The schools do teach that the child is from the beginning a dependent part of the organism that we call mankind.

V HELPS FOR THE READING CIRCLE.

In the Reading Circle outline on Mental Science, prepared by Mr. Boone, it is required that short biographies be read of Aristotle, Descartes, Kant, Hamilton, etc. Lest these life sketches be not within the reach of many, we give space this week to the following short sketches, which may prove useful:

ARISTOTLE

Was born at Stagira, 384 B. C. He inherited from his father, Nichomachus, who had been the physician and friend of Amyntas, King of Macedon, a predilection for natural philosophy. From 368 B. C. he continued for twenty years the disciple of Plato, improving under that great master his admirable talents for analysis; though subsequently he separated from him. In 343 he be became the preceptor of Alexander, who assisted his scientific pursuits. He founded in 334 a new school in the *walks* of the Lyceum, whence the name of *Peripatetics*; and died in 322, at Chalcis, in Eubœa, probably by poison, which he had taken on being obliged to leave Athens under the suspicion of atheism. Aristotle possessed in high degree the talent of discrimination, and a great mass of knowledge derived from books and the observation of nature. He mastered the whole philosophical and historical science of his age, and started from the exploration of nature. He was consequently not satisfied with *ideas*, but sought also to reconcile them with nature. He drew a sharp distinction between philosophical thinking and poetry, and he invariably, in all his writings, cast a retrospective and critical glance on the philosophical powers of his predecessors. He differs from Plato in this respect, that instead of proceeding, like him, from the universal to the particular, he proceeded from the particular to the universal. Aristotle enlarged the limits of philosophy and divided it as a whole into *speculative* and *practical*. *Speculative* philosophy contemplates the *real* order of things, which is not dependent on our caprice. *Practical*, the accidental and voluntary. The former, relatively to its objects, he divided into Physics, Cosmology, Psychology and Theology; the latter comprehends Ethics, Politics and Economy.

DESCARTES.

Rene' Descartes (Cartesius), was born 1596, at La Haye, in Touraine, and attempted a reformation in the philosophy of his country by a method opposed to the empirical, on the principles of pure rationalism. His system was favorable to independent research, and met with equally violent opponents and partisans, attracting, as it did, universal attention. He conceived the plan of erecting a philosophy of his own, no part of which should be borrowed from others. He begins with the empirical self-consciousness or thought, as that which is immediately certain; and from this concludes the existence of the thinking substance—*cogito, ergo sum*—of the soul; which thus distinguishes itself from material substances, and consequently is independent of them. Its essence consists in thought, and is on that account, more easy to be recognized than that of the body. Clearness and distinctness he regarded as the criteria of truth. The soul does not think all subjects with equal distinctness, which proves its nature to be imperfect and finite. It proves, nevertheless, in itself the idea of an absolute, perfect Being, or Spirit, the point and necessary attribute of whom is existence; and as such an idea cannot be derived from the imperfect soul, it must flow from the perfect Being to whom it relates, and consequently must be innate. The grand object towards which Descartes directed his endeavors, was the attainment of a firm philosophical conviction.

KANT.

The historical and eclectic tendency of modern philosophy has naturally contributed to give greater importance to works treating of the history of philosophy, and the depth and acuteness of German metaphysics since the time of Kant, have naturally led men to explore and illustrate its variations with precision and minuteness.

Emmanuel Kant was born at Kœnigsberg, 1724, became a professor in the same city and died 1804. He may be styled a second Socrates, having created a new philosophy. Being awakened by the skepticisms of Hume, he was led to remark the very striking difference in the result of thinking in philosophy and in mathematics; and to speculate upon the causes of this difference. Metaphysics justly claimed his regard, but he was led to believe that as yet the very threshold of the science had only been touched. The consideration and examination of the different philosophical systems, and particularly of the superficial dogmatism of Wolf, led him to question whether antecedently to any attempt at dogmatism in philosophy, it might not be necessary to investigate the *possibility* of philosophical knowledge; and he concluded that to this end an inquiry into the different sources of knowledge and a critical examination of their origin and employment were necessary, in which respect he proposed to complete the task undertaken by Locke. He laid down in the first place, that philosophy and mathematics are in their origin, *rational* or *intuitive* sciences. Rational cognitions are distinguished from empirical by the qualities of *necessity* and *universality*. On the possibility of such cognitions depends that of the philosophical sciences. These are either synthetic or analytic; the latter of which methods is dependent on the first. The grand conclusion of the critical system of Kant is this: That no object can be known to us except in proportion as it is apprehended by our perceptions, and definable by our faculties for cognition, consequently we know nothing *per se*, but only by appearances. In this consists his critical idealism (being founded on a critical examination of the faculties of cognition), or, as it is otherwise termed, his *transcendental* idealism. His grand enterprise was his critical examination of our faculties of knowledge on the principles of a Transcendental Philosophy.

HAMILTON.

The most learned and scientific philosopher of the Scottish School was born at Glasgow, 1788—Sir William, son of Dr. William Hamilton. In 1836, after a severe contest, Hamilton was elected to the Chair of Logic and Metaphysics in Edinburgh. During his first session he delivered a course of lectures on Metaphysics, which was followed in the succeeding session by a course on Logic; and these two courses he continued to read on each alternate year until the close of his life. Since his death these lectures have been published in four volumes. The general aim of Hamilton's whole philosophy is, in fact, but the special aim of his edition of Reid. His conviction was that the philosophy of common sense represents the highest reaches of human speculation, and he sought accordingly, in his annotations of Reid's writings, as in his independent works, to point out the relation of the Scottish philosophy to the systems of other countries, as well as to translate it into a more scientific expression, that he might bring into clearer view at once its true character, and the real basis on which it rests.

Educate men without religion and you make them but clever devils.—*Duke of Wellington.*

Facts, Figures and Personals.

Mrs. Emma Mont McRea, of Marion, Ind. has been appointed to read a paper before the Womans Congress which convenes in Baltimore Oct. 29, 30 and 31.

Prof. D. B. Hagar of Mass, has been nominated for Presidential Elector in the place of the Poet John G. Whittier, who declines on account of ill health.

One hundred and fifty students have entered the Freshman and sub-Freshman classes at Purdue University. This is an increase of fifty percent on last year's attendance.

Mrs. Julia Ward Howe has been selected by the managers of the world's fair that is to be opened in December, to preside over the department of woman's work. She has accepted the trust.

The Steuben County Institute will be held at Angola beginning Nov. 10th. R. V. Carlin, County Superintendent, always manages to secure a large attendance and to organize his institute so as to make it profitable.

Prof. John B. DeMotte, of DePauw University has returned from his extended visit to the International Electrical Exhibition at Philadelphia. The advanced classes in the Department of Physics began work last Monday. Electricity is Prof. DeMott's specialty.

Amos Sanders, of North Vernon, Ind., writes us: "Our schools open full. We have about twenty per cent increase over any previous year. Two teachers were added to our former list and yet, with two exceptions, the number of pupils to the room ranges from forty-five to sixty. Our High School numbers sixty-four."

At the regular meeting of the State Board of Education held last week at State Superintendent Holcombe's office, commissions to prepare students for the State University were issued to the high schools at Aurora, Bedford, Carthage, Greencastle and Muncie. Teachers' state certificates, resulting from the examinations held last June, were granted to O. E. Arbuckle, superintendent of Jefferson county; Alice E. Brown, of Lafayette, and E. A. Clark, of Evansville.

The Board of Trustees of De Pauw university are making extensive preparations for the Educational exhibit at the Centennial at New Orleans. Prof. Harvy Davis, Principal Instructor in the College of Art has in preparation a beautifuly designed Banner, size 8x10 feet, representing front elevations of all the present buildings and those in process of erection at present time, together with a portrait of Hon. W. C. De Pauw. and statistical information. A number of copies of the recently published year book, bound in full Turkey Morocco, will also be forwarded for general inspection. Some member of the faculty will probably accompany the shipment of material and aid in arranging the display.

In the last seventeen years, the Legislatures of Kansas, Wisconsin, Iowa, Minnesota, Michigan, Colorado, Nebraska and Oregon, have voted to submit Woman Suffrage Constitutional Amendments to the voters. In in every case but one these amendments have either failed to carry a subsequent Legislature, or when submitted, have been defeated at the polls. In Minnesota, where the amendment was limited to school suffrage, it was adopted. The Legislatures of eleven States have enacted woman suffrage in school elections, and those of three Territories have granted women full suffrage, and those of three States, Kansas, Mississippi and Arkansas, have given woman suffrage on the temperance question by petition—*Woman's Journal.*

The outlook for Columbia College.—The future should see Columbia, under wise management, one of the greatest universities of the world. Her "physical basis of life" is a magnificent endowment of real estate valued at over $5,000,000. The progress of the last ten years point to the possibility of a university in this great commercial city which, like the great city universities of the Renaissance, shall attract thousands of students by the facilities for study which only a great centre of civilized activity can supply. With the resources of great libraries, of music, and of art, at her disposal, with the other great educational institutions of the city acknowledging her university character as giving a centre and head to a general educational system, with a true spirit of scholarship which permits no jealousy but always inspires union to a common end, Columbia University ought to be in the next century a source of intellectual and moral strength whose influence shall be felt, through New York, by the whole of America.—*Harpers' Magazine for November.*

General Grant's Coming Book.

General Grant has completed four magazine articles upon the late war of the rebellion, for the Century, the first of which will be published in a month or two for which he was paid, it is said, $2,000. The story that he has written a history of the rebellion for $50,000 cash is not true. The General is now engaged in preparing a book upon the war as he saw it, which will not be complete for some time. He will incorporate the four Century articles in his book, which will no doubt have a large sale. He has not sold any part of the copyright of the work, but will retain it himself.

State Teachers' Association.

We have received from Prof. E. E. Smith, Chairman of the Executive Committee of the State Teachers' Association, the full program for the next meeting to be held in this city Dec. 29, 30 and 31. An excellent program throughout has been arranged. Col. F. W. Parker will deliver the annual address on "Learning to Do by Doing," and Hon. E. E. White of Cincinnati will discuss the "Philosophy of Teaching. Wallace Bruce, the famous Scotch orator, will give a popular lecture on "Womanhood in Shakespeare." The other papers and addresses will be by some of our best home talent and the subjects selected are all live and important questions. A few minor details remain unsettled. These will be arranged in a few days and we will publish program in full next week.

Lake County Items.

Lake has had the best institutes the past two years ever held in the county. The applicants for license donate 50 cts each and thus raise a large institute fund. The very best talent will be engaged this year.

The Lake County Teachers' Association is making arrangements to hold a rousing meeting at Crown Point about Nov. 8. It meets quarterly and the teachers are very enthusiastic.

The Weather.

The following is worthy the attention of our readers.

OFFICE OF DIRECTOR VOLUNTEER WEATHER
SERVICE, DEPAUW UNIVERSITY,
GREENCASTLE, IND., Sept. 1, 1884.

Dear Sir:—It is the purpose of DePauw University to establish a Volunteer Weather Service in connection with the U. S. Signal Station now existing here from which much valuable practical as well as scientific information in relation to our climate will be disseminated. It is suggested that all persons having instruments, of their own, or who have been supplied with U. S. Signal service instruments, or who may feel inclined to co-operate with and encourage this movement will please correspond with the Director, who will, at once, furnish such details and information as may be of value in this connection.

It is especially desirable that prompt information concerning unusual phenomena, such as thunder storms, high winds, heavy rain, early severe frosts, snows, etc., be transmitted to this office, from which valuable deductions will be made. Information so collected will be promptly compiled, published and disseminated throughout the State. It is further proposed, in the near future, to adopt a system of Signals, by flags and otherwise, that may be of easy interpretation and of great value as foreshadowing coming changes. Forecast of this character will often prove of great value to the industrial interests of our State.

Very Respectfully,
W. H. RAGAN, Director.

Friend Boone of Frankfort has a happy faculty of securing a vast amount of pure literary work on the part of his teachers as the following programme for his first monthly teachers' meeting will show:

SUBJECT:—"Method of studying Mind Growth."

1. Recall from a former discussion the characterization of mind Growth.
2. Recall, also, the characterization of a mental process.
3. The method of studying (using the process to measure) mind growth.

a. Mark the phenomena of mind–as facts
1. Importance of accuracy in such observation.
2. Difficulties to be avoided:– (a) personal bias: (b) unfamiliarity with mental phenomena in general: (c) the tyranny of methods.
b. Mark the phenomena in their order.
1. The idea of sequence in mind experiences.
2. Importance of the factor, time, in these observations.
c. Mark the conditions:—antecedent, (1) individual disposition; (2) previous training.
d. Mark the condition :– co existent, (1) present states of mind; (2) current activities of mind; (3) social surroundings.
e. Make careful comparison of successive markings.
1. Compare sets of phenomena with their conditions.
2. Compare sets of conditions with their phenomena.
3. Supply conditions, and note subsequent phenomena.

REFERENCES:—Johonnot:–pp, 46, 47; 60-5; 284-6.
Lewes:–pp. 96-100. pp. 169 170.
Bascom:–Induction pp. 283-90. pp. 426 7.
Haven:–pp. 19–20.

Literary Notes.

General Beauregard, in his article on the Battle of Bull Run, in the November Century, gives the reasons why the Confederate victory at Bull Run was not followed up by an attack on Washington. He also discusses his personal relation with which Mr. Davis, and criticises, with much plainness of speech, the subsequent conduct of the war on the Confederate side.

Harper's Magazine for November is a number of unusual excellence,. The opening article on Columbia College is an important contribution to current educational literature. It traces the steps by which one of our oldest colleges has at length reached a position which indicates her future importance as one of the great universities of the world. Readers who are interested in botany will be amply rewarded by a perusal of Joseph Hatton's article, "A day with Sir Joseph Hooker at Kew," and John Thorpe's brief paper on "Chrysanthemums"—the former beautifully illustrated by Alfred Parsons, and latter by William Hamilton Gibson.

Edward Everett Hale, in the November number of the *North American Review* makes a plea for "Half-Time in Schools." The old question, "Where are we, and where drifting?" was never more forcibly suggested than by another article in the same number, that in which Prof. Gilliam discusses "The African Problem." The facts he gives as to the increase of the negroes in the United States, their peculiar situation and disposition, and the problem they will force upon us in the near future, call for the gravest consideration. The other articles in this number are: "Woman as a Political Factor," by Judge Robert C. Pitman; "Progress in Naval Armament," by Hobart Pasha, who thinks the United States Government has been wise in not constructing a costly navy; "Friendship in Ancient Poetry," by Principal J. C. Shairp; "Herbert Spencer's Latest Critic," by Prof. E. L Youmans; "Over-Illustration." by Charles T. Congdon: and "Restriction of the Suffrage" by William L. Scruggs.

The first number of the new volume of St. Nicholas contains a heaping magazineful of the good things promised for the coming year, and opens with a beautiful frontispiece in colors, from a painting by A. M. Turner. J. T. Trowbridge contributes the opening chapters of "His One Fault." In another serial, "Among the Law-makers," the author, Edmund Alton, relates his often amusing experiences while a page in the U. S. Senate, tells many new anecdotes of public men, and gives a graphic and easily understood account of the organization of the national government. Frank R. Stockton, in the first of his "Personally Conducted" papers, takes his party of four hundred thousand girls and boys to some of the monuments of Roman greatness found in other countries Other attractions peculiar to this number are a capital girl-story, by Louisa M. Alcott, the first half of a boy-story, by H. H. Boyesen, and an exceedingly clever satirical sketch, by F. Marshall White, entitled "The Cruise of the Pirate-ship" "Moonraker," showing the pernicious effect of reading trashy literature.

The November ATLANTIC is noteworthy as containing a very interesting installment of the autobiography of the late Henry James under the title "Stephen Dewhurst's Autobiography." Brooks Adams contributes an instructive political paper on "The Embryo of a Commonwealth." Maurice Thompson has an engaging essay, "In the Haunts of the Mocking-Bird," the scene being laid in the South. Valuable literary articles are "Mistral's Nerto," by Harriet Waters Preston; "Crude Science in Aryan Cults," by Prof. E. P. Evans; "The Last Stand of the Italian Bourbons," by William Chauncy Langdon: and "De Senectute," by F. Sheldon. A very important article, and one which cannot fail to attract general attention, is "The Negro Problem," by N. S. Shalder, who is intimately acquainted with the subject, and notes from several specially competent persons are given,—Gen. Armstrong, Col. T. W. Higginson, Ex-Gov. D. H. Chamberlin, and others. Another delightful travel sketch, "The Lakes of Upper Italy," is given. J. M. Hillyar contributes an excellent paper on "Malta." Edith M. Thomas has a charming out-door sketch, "Grass: A Rumination." There is a fine poem by Mr. Whittier, another by Paul Hayne and a capital variety of brief essays in the Contibutor's Club. Houghton, Mifflin & Co., Publishers, Boston.

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Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
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Corrected to Feb. 17*th*, 1884.

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Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive				
Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p n	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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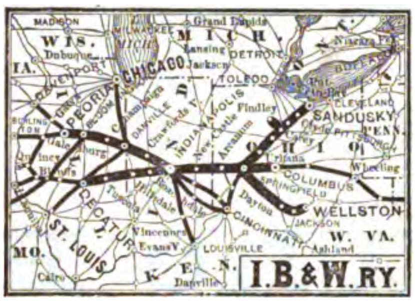

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GOING NORTH.

STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1 54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m.	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6 43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4 00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

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VOL. III INDIANAPOLIS, INDIANA, NOVEMBER 1, 1884. No. 16

Current Events.

Gen. Gresham has been appointed United States circuit judge to succeed Judge Drummond. Hon. Hugh McCullough, of Indiana, formerly secretary of the treasury under Johnson has been appointed to succeed him.

An explosion of gas occurred in a coal mine near Uniontown, Pennsylvania, where twenty four men were at work. Two corpses have been found, and two more were rescued in a condition next to death. It is believed that twenty lives were lost.

The soldiers who fought in the late war propose to have a great reunion at New Orleans during the exposition. The exhibition managers have voted $10,000 for the purpose, and land has been secured, and 1,000 tents will be constructed for the free accommodation of the veterans.

Wilbur F. Storey, proprietor of the Chicago Times, died Monday night He was sixty four years of age. His life has been almost entirely devoted to journalism, in which he has been wonderfully successful. In 1861 he bought the Chicago Times for $21,000. The Times was of little value when Mr. Storey purchased it, but through his ability and force of character, he made it one of the greatest newspapers of the country.

The Director estimates the amount of coin in the country Oct. 1, 1884, to have been: Gold, $657,000,000; silver $257,000,000, total, $814,000,000. Granting as part of the metallic circulation the bullion in the mints and assay offices belonging to the government, which amounted, on Oct. 1, to nearly $53,000.000 gold and about $5,000,000 silver, the total coin and bullion available for coinage at that date in the country would be, gold, $610,000,000; silver $262,000.000; total, $872 000,000. The total of specie and paper of all kinds used as money in the United States in October. 1884, the Director estimates at $1,806 000,000, being an increase of $75,000,000 over that in the country at the same date of the previous year. Of this amount over $502,000,000 was in the Treasury and $1.304,000,000 in banks and general circulation. Deducting the amount held by national banks leaves about $1,094,000,000 in the hands of the general public and banks other than national.

Foreign.

Japanese officers are in Germany studying the German military system which will be adopted,

The cholera excitement is entirely over, and the disease is now regarded as practically extinct in Italy.

A Japanese peerage has been created, consisting of 11 princes, 24 marquises, 76 counts, 374 viscounts and 74 barons.

The Russian Nihilists have widely circulated notices authorizing the adoption of energetic measures against the government.

Belgian liberals express great discontent with the new ministry, for the reason of its being as strongly Catholic as the last one.

Nihilist bombs and documents outlining a plot were captured at St. Petersburg. At Warsaw twenty students and a number of young ladies were arrested on the charge of being Nihilists.

Bismarck has instructed Von Schloezer, the Prussian representative at the Vatican, to make no further approaches to the Pope. Ecclesiastical questions will henceforth be regulated by legislative measures, without reference to the Vatican.

Services commemorative of the one hundredth birthday of Sir Moses Montefiore, were held in the Jewish synagogues throughout Europe and America. At the exercises in London the venerable philanthropist was present in person and seemed to be in excellent health and spirits.

General Milot made his report to the Cabinet on his operations in Tonquin. It was satisfactory. Reinforcements of 15,000 men will be sent. All the Princes of China have been summoned to attend an imperial audience in November. China is making large purchases of war munitions in London, Berlin and other cities.

A monster Radical demonstration in favor of abolition of the House of Lords was held in Hyde Park Sunday. Over 100,000 persons were present. A long procession, with bands, flags, etc., marched through the principal streets. The marchers groaned when passing the headquarters of the various Conservative clubs at the West End. Many banners were displayed, bearing such inscriptions as "Down with the Lords," and "The Lords are the opponents of civil and religious liberty, and must be abolished." Resolutions were passed declaring the House of Lords useless and dangerous, and declaring that it ought to be abolished. No speeches were made by members of the House of Commons.

Educational Miscellany.

The Faith that Removes Mountains.

EMMA MONT. MCRAE.

No life furnishes better opportunities for the manifestation of true heroism than does the teacher's. Daily and hourly is he in need of the support of that sublime trust, which in the majesty of its strength whispers: "Bide your time; all things work together for good." In the midst of the wearisome routine of each day's work, there is much to dishearten, much to cause the conscientious teacher to feel that so little is accomplished, compared with the immeasureable work to be done, that after all there must be failure rather than success. Often when he feels most this meagerness of results, he is doing his best work. The work of the teacher is of that kind that illudes measurement. The best results flow from that fine, unconscious, spiritual power which does its work silently, the seed of which falls far oftener than we think, on fertile ground, germinates slowly and yields a rich harvest in the fullness of time.

But hopeless work can never be the best work. No one has the right to assume the office of teacher unless he be imbued with a living faith in the ultimate triumph of truth and a belief in the highest possibilities of humanity. He who dwells on the exceeding sinfulness of man and can see nothing but the total wreck of society as a result of existing conditions, is in no way fit to be a leader of youth. It is fortunate, no doubt, for the general welfare that there are such people to give the note of alarm, to point out the shoals and quicksands that are in danger of destroying the unwary; but it is exceedingly unfortunate for the sweet, hopeful life of childhood to be subjected to this blasting influence. The child needs, for its highest development, the exhilerating hope of the broad minded teacher. Many a one is helped into a better life by the unswerving faith of some loved one in his ability to become better. What are we not able to do when some one, whom we love, believe that we *can* do it?

The world is growing better. There is much in the signs of the times that is hopeful. So far from the existing unrest and cry of corruption in high places, indicating that as a nation we are becoming worse, it is an evidence that there is a growing demand for greater purity of life. The moral sense is now shocked at what once was passed over silently as something that must be tolerated.

Is there not more good than bad in humanity? Let a city be burned, scourged with yellow fever, or submerged by a flood of waters, then the great heart of humanity throbs in sympathy and the trains heavily laden with supplies for the needy hurry on their mission of love, and men and women with their lives in their hands gladly go to the relief of the suffering. This is indeed a beautiful world and is gradually putting on the garment of light.

We may bewail the evil of our times, the loss of the old, but we ought to be assured, that be it old or new, the true must survive. Could we but reach that ideal life so benignly exemplified by our own Whittier, then could we rest in that trustful spirit, which having nothing to fear, is secure in the abiding faith that all things must work together for good, and believe with him that:

> "Truth has charm'd life; the inward word survives
> And, day by day its revelation brings;
> Faith, hope and charity, whatsoever things
> Which cannot be shaken, stand.
> Still holy lives
> Reveal the Christ of whom the letter told,
> And the new Gospel verifies the old."

The Two Practical Results of School Education.

E. E. WHITE, LL.D.

The most practical result of school education is not knowledge, but *mental power*. A knowledge of the facts which relate to a given calling is very important; but better than this is that intellectual power,—acumen, grasp, poise, inspiration,—that can change the dead facts of knowledge into the living reality of human action. Knowledge, to be of practical value for guidance, must be applied by an intelligent mind. Thought is the lucky winner of success in all the labor and conflict of life. I have often said that if my memory were a tablet, and, with a sponge, I should erase every fact that I learned in school and college, I should not be very poor; but were I to lose the intellectual power gained by the mastery of these facts, so many of which have been forgotten, *I should be poor indeed.* The physical sciences are properly regarded as practical studies, but the most practical result of such study in school is not a knowledge of the facts, but the power and habit of scientific thought and investigation, secured by their mastery. The scientific facts and principles which a common artisan will ever consciously use in his trade can be printed on the fly-leaf of a text book in science, but he will find the power of scientific thought of daily application and utility. Thirty years ago I handed the diplomas to the first class that formally graduated from the Central High School of Cleveland. I am sure that the eight members of that one class have contributed more to the present wealth of that city than the cost of its entire school system during their connection with the high school. One of the young ladies of that class is the wife of one of the wealthiest men in the country,—a man who has contributed largely to the material prosperity of Cleveland, more largely, probably, than any other citizen. Another young lady greatly assisted in the devising and adoption of those improved methods of primary teaching for which the Cleveland schools early received so much merited commendation.

Not the chief end of school education is to prepare pupils for the business of life. The getting of a living implies that this is only a means to a higher end. Living is not the end of life. The graduate of the high school is to be the head and guide of a family, a member of society, a citizen of the State, a subject of

Divine government, and out of these relations will flow duties and obligations of the highest practical importance. The one comprehensive end of education is to prepare man *to live completely*, and hence the highest function of the teacher is not to train an artisan, but *to make a man*. Manhood is the supreme test of the school, and the chief element in manhood is character. As a result of school-training, character is much more important than culture. What man most needs is not better leeks and onions, but deliverance from this Egypt of animal dominion,—a passage way through the Red Sea that he may escape from this worse than Egyptian bondage of appetite and lust, to a Canaan of manhood and light; and in this final exodus of the race the teacher, under God must be its Moses.

There are two extreme views on the moral training in the public school. The one asserts that moral training in the school must be completely divorced from religion, and that such divorcement is consistent with the most effective moral instruction. The other holds that technical or formal religious instruction must be made the basis of all moral training, and that the absence of such instruction in a school renders its moral training ineffective. It has long seemed to me that the truth lies between these two extremes. I have little confidence in the efficacy of any system of moral training that may properly be characterized as godless: and, on the other hand, what is needed to give efficacy to moral training *in school* is not formal religious instruction, but religious influence,----the enforcing of the authority of the conscience by religious motives and sanctions. When a witness appears in court to give testimony, he is not *instructed* in religious doctrines, but the oath administered appeals to the Supreme Source of authority, to the Omniscient Searcher of hearts, to quicken and enforce the authority of conscience. A like use of the authority and sanctions of religion is needed to quicken the conscience of the young and make it regal in the life. It may be possible for the courts to dispense with the religious oath, but it never will be practicable to dispense with religious sanctions in the moral training of youth.

Every moral code that commands and secures obedience among men derives its highest and most restraining authority from religion, and this is as true in Pagan as in Christian countries. Back of the "Thou must not" of the conscience must be heard the "*Thou shalt not*" of the Lord. Make right and wrong rest solely on human authority, and the restraining power of conscience is sadly weakened. Virtue may soon become mere self-restraint, temperance moral cowardice, and theft the secret re-distribution of wrong accumulations. What is needed in the moral training of the young is the making of the conscience regal by the proper use of the sanctions and authority of religion. To this end a Christian teacher is better than the catechism, and a reverent recognition of Divine authority is better than Scripture exegesis. There is a practical mean in the public school between godless moral training and technical religious instruction. The American teacher is showing that vital religious *influence* is more essential in moral training than formal religious *instruction*.

The Purpose of the Public School.

BY E. E. SMITH.

I. ITS ORIGIN IN THE UNITED STATES.

1. *Among the Puritans.*

The first permanent English settlers in the United States present to us a broad contrast. Those at Jamestown were old bachelors or "grass widowers," selfish, indolent, seeking to gain largely without effort and to live well in the future upon that which they had not earned by the sweat of their brow. They were adventurers and vagabonds. Those at Plymouth Rock, on the contrary, were men of industry, of forethought, of the kind that makes a nation great. They came bringing their wives and children, and founding first *the home* as the basis of the best life, their next thought was *the church* and *the school*. Good homes, good society, good government, a broadly humanitarian and a consistent religious life, all these were in the designs of those settlers upon the bleak New England coast.

2. *In a felt need.*

The question naturally came to them—what means can we use as the chief one in accomplishing our purpose? The ultimate answer was, the common school. The school thus arose, not from a theory or a conjecture, but out of experience and growth, growth toward liberty. The old must pass away, the young must take up their burden and their responsibilities. The coming generation should be made wiser, should know its prerogatives fully, should make fewer mistakes, should learn to read the signs of the times, through the wisdom gained by that generation which is passing away. Unconsciously these thoughts formulated themselves into an institution—*the school.*

II. ITS OBJECTS.

The objects of the school may be classified as proximate and ultimate, or internal and external. The school is a machine, some parts of this machine and some of the laws by which it is governed arise out of the nature of the machine itself: others out of the purpose it is designed to accomplish. [*Query.* Suppose the teacher be a machine also; a copyist, not a planner; content to go altogether Indian style—in the footsteps of somebody ahead: then we have *a machine in charge of a machine!*]

But, to illustrate what is meant by proximate and ultimate objects, let us take an example—**A Walnut Tree.** The tree must have sunlight, moisture, air, soil. Then it develops. First, a little, delicate plant, then a shrub, then a tree. All for what? Why, for its own rdproduction. That it may bloom, have seed, and from these seed other walnut trees grow like it. This being done, its work, so far as nature is concerned, is finished. In and of itself, its mission is ended.

But let us see as to incidental objects—ultimate objects in one sense. *It is a thing of beauty.* The landscape is relieved. It is tall and symmetrical. Its branches and leaves wave gracefully in the breeze—*It is a thing of utility.* It furnishes to tired man ar beast. Timber from it may furnish heat during the cold of winter. Lumber from it may be made into attractive articles of furniture or into ornaments. Rails to inclose a cultivated plat may be developed from it. *It is a revealer of power*—the power of God through his designed instrumentality. These ultimate purposes are higher, more noble. Both are necessary.

A Child's Body. He must live as an animal. The child must care for himself as a body. The body is the instrumentality of the soul. The more perfect the instrumentality, the more perfect the work accomplished through its use. But caring for the body—the highest physical object—is not its noblest work.

"Summum crede nefas animam praeferre pudori
"Et propter vitam vivendi perdere causas."

There are things intellectual and moral—humanitarian and religious—which it may do. As suggested by Juvenal, it is infamous to think, for the sake of living, of sacrificing life's loftiest purposes.

The School. The school also has an organization which must be preserved—must be kept whole, vigorous, its parts nicely adjusted, well oiled and smoothly working. But the school's chief purpose is not internal, is not within itself. It is a means for the accomplishment of higher things than its own perfection. Its unconscious operations are even more important than its perceptible ones. Let us group its objects:

1. Organization.
2. Instruction.
3. Training.
4. Testing.
5. Emancipation.

Resulting in

Knowledge.
Discipline.
Character.
Power.

We can only speak briefly of the fifth—*emancipation*. The history of the human race—individually or in aggregation—is a history of a growth toward freedom. (See a fuller development of this thought in an excellent little manual on "Teaching History," by Prof. C. W. Hodgin, Richmond Normal School.) This growth is of two kinds:

1. Towards freedom from the unnecessary control of others.

2. Towards freedom from superstition, ignorance, inexperience, vice, evil traits in one's self.

Now one great purpose of the school, if the writer understands it properly, is to emancipate the child from the control of rash impulse within itself and from the necessity of external authority to self-control, to the guidance of reason and discretion.

A second great purpose is to put the child into practical, business-like, common-sense relations with the great world round about it, and of which it is soon to become an active part. Now these two objects require, as

III. AN END—THE ROUNDING OUT OF THE CHILD'S WHOLE BEING.

This may be done through (1) a cultivation of proper tendencies, or loyalty to the school, a disposition to self-investigation, etc.,(2) the formation of right habits, moral, intellectual, physical; (3) the implanting of principles, as that the weak should be helped and the helpless should be defended; (4) the training of its powers of observation, of attention, of perception and conception, and of expression. The thought in our mind is, that while it is a good thing to teach geography, arithmetic, physiology, etc., it is a better thing to teach a child.

Purdue University.

Indiana Teachers' Reading Circle.

METHODS OF INSTRUCTION.

"*Parker's Talks on Teaching*"—*Pages* 53–70.

The work of this month is the application of the principles discussed last month; or it is the study of the *art* of teaching reading. The author's suggestions on how to teach primary reading suppose certain preparatory exercises that should precede. These are given on pages 80–83, and should be studied in connection with that portion of the book assigned for this month.

The question to be first settled is—"What words should be first taught?" The author's suggestions on this point are most excellent, and should be studied and practiced until their full meaning is apprehended.

The next question is—"Shall the printed or script forms of these words be first taught?" The author's instruction is that 140 to 200 script forms be first taught together with their groupings in sentences before any instruction is given about the printed form. The other view is that the printed forms of these words should be first learned. This subject should be carefully studied and thoroughly discussed by the Circle.

Another question is —"To what extent should the learning of script words be carried, (if the author's view is taken) before print is introduced?" Or, if the other view is taken, to what extent shall the teaching of printed words be carried before script is introduced?

Another question is—When and how shall the teaching of sentence reading be begun? Other questions of perhaps equal importance are —When shall the teaching of spelling begin? What is the value of written spelling compared with oral? How can phonic spelling be made to assist spelling by letters? What is the relative value of silent reading? How may the pupil be encouraged to practice it?

Children are much more familiar with words as sounded than with words as seen They are familiar with a word when the word immediately suggests the idea for which it stands. They can read silently when the sight form instantly suggests the idea which it symbolizes.

The two kinds of reading exercises suggested on page 69 are of great value, as are also the two tests of good reading mentioned at the close of the chapter.

WORKS IN BROOKS' MENTAL SCIENCE. (*for Nov.* 1884. *Pages* 43–84.)

The correct understanding of what is to follow is largely conditioned by the thorough mastery of the four chapters on "Consciousness" and "Attention," constituting the work in Mental Science for November. Chapters ii, iv, will bear many readings; and it is suggested that the month's work be taken as carefully as time will allow, under points i, ii, iii, iv, of the outline, followed by a reading of chapters ii and iv, with special reference to the professional significance of the discussion, and finally reviewed entire in the summaries indicated under point v of the outline.

The special references mentioned should be used wherever available to re.enforce the discussion in the text. Johonnot on the pages indicated, and the "Bimonthly" for March-April, 1882, in an article on "The Unconscious in Education," by John Edward Maude, A. M., of Harvard, will be found eminently suggestive and valuable in this connection.

OUTLINE.

I. *Definitions of Terms.*
1. The Universal Mind, p. 53.
2. Conscious Knowledge, p. 51.
3. Unconscious Experiences, 51.
4. Abnormal Consciousness.
5. Genius.
6. Concentration.
7. Automatic Action.
8. Hypochondriac.
9. Philosophical Consciousness.
10. "Open Sesame"
11. "Sine qua non."
12. "Minimum Visible."

II. *Distinctions of Terms.*
1. Attribute and Faculty.
2. Primary, and Reflective Consciousness.
3. Mediate and Immediate Knowledge.
4. Manner of Teaching and Method of Teaching.
5. Subjective and Objective Attention.
6. Voluntary and Involuntary Attention.
7. Penetration of Mind and Concentration of Mind.
8. Attention and Habits of Attention.

III. *Biographies.*
1.. Joseph Scaliger. 2. Sir Isaac Newton.
3. Leibnitz. 4. Dr. Reid.

IV. *Points of Special Professional Import.*
1. The Relation of Conscious and Unconscious Experiences.
2. The importance of Repetition as an aid in developing Conscious Knowledge.
3. The importance of "Interest" to the learner.
4. Cases of Abnormal Consciousness among pupils.
5. The Cultivation of Attention. See pp. 78–9.

V. *Summaries.*
1. Characterize Consciousness.
2. Summarize the objects of Consciousness.
3. Summarize the products of Consciousness.
4. Summarize the means of making knowledge familiar (conscious.)
5. Summarize the uses of Conscious Experiences
6. Enumerate the requisites in the culture of Philosophical Consciousness.
7. Summarize the suggestions as to "Manner of Teaching.
8. Summarize the points as to "Method of Teaching"

VI. *Collateral References.*
1. Johonnot—(Attention), pp. 32–4, 212. (Interest), pp. 136–7.
2. Haven—(Consciousness), pp. 39.44–5. (Attention), pp. 46–7.
3. "Education"—"The Unconscious"—March-April, 1882, pp. 394–409.
4. New England Journal of Education---June 5, 1884, p. 357.
5. Indiana School Journal---March, 1883, p. 144.

MENTAL SCIENCE NOTES

Leibnitz.---"With the single exception of Aristotle, I suppose that Leibnitz was the most comprehensive genius that ever lived. Other men have been as industrious, and have become as learned, as he; they have also aimed at original speculation on as great variety of topics. But they have sacrificed success in any one department to this dream of universal empire; they might have accomplished more, had they attempted less.

Leibnitz alone, in modern times, attempted every thing, and left his mark on all that he undertook."---Prof. Francis Bowen.

"These unconscious perceptions constitute the individuality of each person, through the traces which they preserve of his former states as connected with his present being."—Leibnitz.

"It is through these minute latent perceptions (unconscious experiences), that the present is big with the future, and loaded with the past"—Leibnitz.

Cultivation of Attention:—"Whatever I have done is due to patient thought."---Sir Isaac Newton.

"Attention is the energy of the mind directed towards things present."---Dr. Thomas Reid.

"Attention is the principal instrument in the self-control and self- determination of spirit."—E. I. Hamilton.

"Attention is inner will."--G. Stanley Hall.

"Only great, concerned, prolonged efforts in one direction, really train the mind."—Ibid.

GENERAL HISTORY—By H. M. Skinner.

In 1870 George Smith published in England an account of the Deluge, many centuries older than the Books of Moses. The Christian world, long accustomed to think and speak of the Bible as "the oldest book in existence," was slow to receive this new revlation of science, and gave to its credentials the closest scrutiny. No one questions any longer the genuineness of the original or the faithfulness of the translation.

Like that of Egypt, the earliest history of Assyria and Babylon has been largely developed in recent years. These were the the two great empires of the young world. It must be remembered that Assyria first conquered Babylon, and then was conquered by Babylon. Thus, while the latter was the first settled, Nineveh first became the seat of a great empire.

First Week. The geographical study on page 45 should be carefully followed in connection with a atlas or wall maps.

(Continued on page ten.)

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2. *If a person orders his paper discontinued, he must pay all arrearages, or the publisher may continue to send it until payment is made, and collect the whole amount whether the paper is taken from the office or not.*

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A large painting of Mrs. James K. Polk, which was presented by the ladies of Tennessee, has been hung in the Green room of the White House as a companion piece to the portrait of Mrs. R. H. Hayes.

O. E. Arbucle, of Madison, County Superintendent of Jefferson County, was among the number who received a State License at the last examination. We congratulate Superintendent Arbucle and heartily commend his example to other County Superintendents.

The new plan of conducting the examinations for State Certificates, suggested by State Superintendent Holcombe and unanimously adopted by the State Board of Education, will certainly meet with the approbation of teachers. It saves both time and expense and has the additional advantage of being divided into three parts.

In another column we print a statistical report showing the growth of the United States compared with other countries. This showing is marvelous. and will furnish teachers with a text from which valuable lessons may be drawn. In *wealth* the United States stands first, in *debt* less than any other country except Germany. In expense less than any other country excepting Gemany, while in agriculture and manufacture the United States is more than three times greater than Great Britain. The figures are worth studying.

The New York City Normal College has sixteen hundred students in attendance. There are thirty-six teachers in the College Department, twenty-seven in the training school. In the Introductory class there are ten sections, in the Sophomore eight, in the Junior seven and in the Senior six; in all thirty-one. The course of study is four years, including a thorough course in Latin, French, German, English, History, Mathematics, Music, Drawing, Botany, Physics, Physiology, Astronomy, Intellectual Philosophy, Theory of Teaching, Ethics and Practice Teaching. In this school the Normal and Academic training departments are united. President Hunter insists upon the necessity of training the students to think, see and know, before they can successfully work out the problems of correct teaching in all of its multiplied applications. The time has not come when a study of the solid branches can be omitted in a normal course.

THE STATE TEACHERS' ASSOCIATION.

Prof. E. E. Smith, with characteristic dispatch. sends in his programme in good time. Read it all. The "bill of fare" is refreshing. We have variety. New names appear on the programme, and all arranged in excellent taste. There is meat in it. Bro.

McCulloch always says good things. G. F. Kenaston is "chuck full" of school ideas; while everybody wants to-hear Col. Parker. On Tuesday evening we are promised a rare treat, to be followed on Wednesday morning with *three papers*, splendidly arranged, both as to subjects and speakers. Notice this part of the programme. Wednesday p. m. we have two *tough questions* which have been put into the most competent and experienced hands. The programme does not appear to be over crowded, which is the usual fault, and yet there is abundance of thought-subject, coupled with a well chosen variety. Last year the Association was more largely attended than ever before. Let us increase last year's attendance this year by a good percent. It always does a teacher good to attend the Annual Convention.

THE GRAND MAN.

Can we not as teachers think of the "principal thing" more than we do. We re-publish Dr. E. E. White's paper this week on "Character." Our purpose is to hold the minds of the teachers to the "principal thing," the "grand man" ideal, that we may face the stern realities of social experience in this age, and confront and challenge the threatening tendency to social dissolution and decay. The pompous splendor of outward possession, of personal aggrandizement and display, so influences and commands in certain directions that there is coming to be felt a fearful greed and equally fearful disregard of neighborly interest under its promptings. Ambitious to outweigh and out-shine, in comparatively unworthy ways, works constant mischief, making men unscrupulous and inhuman, even to the extent of the most hideous criminality. Then, in other quarters, comes into play all the forces of human nature with starved appetites claiming satisfaction of its wants in all its broad range, while amid the prevailing antagonisms of interest, competition and self-assertion, hords of such as are variously weak and less competent to crowd, strive and supply wants, are prompted to seize upon any means that seem to be available to serve, even though penal barriers pend at every point. Threats of disaster and death are weak, when unregulated human passion and unrelieved natural want are in the ascendant. There is no ferocity more keen and relentless than that which is born of unrelieved human want—*unregulated* human nature. It will rage, storm and dostroy, in the endeavor to appease its promptings, whatever the obstacles erected or the inflictions threatened. Only new channels—new means of expression—will remedy the evil and secure public welfare. In plain words, human nature is an irrepressible force, and if found expressing itself violently and harmfully when operated by present methods, new ways should be devised and instituted to give more consistent expressions; thus not only keeping the full power as a public treasure, but securing the freedom and dignity of the subject. This problem requires new studies and more humane endeavors, and its solution is demanded as our only hope of peace and social order. Murders and suicides and every kind of violence are coming to be shockingly frequent. Society stands aghast before the floods of crime that surges upon us. Whenever life seems to menace passion, obstruct want, or in any way to thwart cherished designs, it is held to be awfully cheap, and is swept aside with horrid levity. Vindictive malediction turned against the low-bred rapacity that prowls and stabs in dark alleys and hidden retreats in behalf of some personal end, is no cure for *inherent degredation*. If the force thus spent were directed to a careful consideration of the motive power of society, with its numerous covert traps and seductive springs which allure and destroy *manhood* when it should be stimulated and supported, we should at once begin to breathe a new and freer atmosphere. Only consistent culture can prevent the annual harvest of crime. Our schools do not sufficiently take into account that man is never so truly a man as when standing in the full stature of personal freedom, and that personal freedom is depenent upon the attainment of human worth—manhood—self-sustaining character; and that all educational means must be strictly designed accordingly. Let our schools, therefore, proceed to *form* and *direct* anew, in more strict conformity to the demands of society, and so correct those flagrant violations that frustrate our hopes and tend to destruction. Those criminally offensive, and in any way adverse to tolerable social order, must be held to courses of tutilage as constant and as true as our own heart throbs, and with equally constant purpose to purify and send moral health, vigor and the ruddiest glow of a common life, throughout the whole system. The thought of *homogeneous* manhood—a kindred human fervor that shall melt and mingle the individual or personal and the common or public, in nature and in spirit, will aid to develop that unity of an integral public body, a perfect adjustment of "each with all, and all with each," so they all stand together as successive forms of one structure—mankind as a unit in nature, power and destiny, making up the aggregate humanity. The "grand man" is the central figure in our thought, and this should be the product of the school. It will be so when the attention of teachers shall come to a focus at this common center—when they come to realize that the highest "function of the teacher is to make a man."

The following facts observed in the United States Civil Service examinations, given by Commissioner John M. Gregory in a letter to the *Journal of Education* will be of interest to our readers, especially that part which referes to penmanship in the public schools. Read it carefully:

"These examinations, as is known to many of your readers, are now held under law to test the qualifications of applicants who wish to enter the public service as clerks in the government department at Washington, or in the principal post-offices and custom houses throughout the country. No one can be admitted to what is called "The Classified Service" without passing such an examination. These Civil Service examinations include, in general, only common-school branches, and out of the 8,000 or 9,000 persons already examined, the great majority had received only a common-school education.

The common schools have heretofore furnished a large part of the civil list of the country, and doubtless will continue to do so in the future. It is, therefore, important that the teachers and managers of these schools shall carefully consider the wants of the public service, to which many of their pupils will aspire.

I cannot now mention all the points in which the common school instruction is shown to need improvement, but I wish strongly to call attention to the wretched penmanship which too many of their pupils exhibit in these public examinations. This may be said to be a chief defect. The most common complaint of the appointing officers, who are obliged to take their clerks from lists of those examined under the Civil Service Commission, lies against the penmanship of the applicants. Of those who fail in their examinations and never get upon the Register of Eligibles, more fail for lack of good penmanship than from any other deficiency. It should, therefore, be said to all those who desire to secure positions under the government, and who are applicants for the Civil Service examinations, *look to your hand writing!* To fail in penmanship is to fail in a principal point.

The rules for marking given to the Civil Service examiners require them, in marking penmanship, "to take into account *legibility, formation of letters* and *general appearance*." The rule is also good for teaching writing. To secure these qualities in chirography is to teach successfully.

I hope that this letter may catch the attention of those especially responsible for the good work and the good name of our American public schools.—*John M. Gregory.*

Indiana Teachers' Reading Circle.

(Continued from page seven.)

1. Early Babylon. Loss of its history for a thousand years. Conquered by the Assyrians, 625 B. C.

2. The Assyrian Empire. Six hundred years of glory. Ninus. Tiglath-pileser I. Sardanapolus I. Shalmaneser II. Semiramis. Tiglath-pileser II. Shalmaneser IV. Sargon. Sennacherib and his mysterious overthrow. Esarhaddon and the captivity. Sardanapalus II and his library at Nineveh.

3. Gen. xi. and xiv., and 2 Kings xv., xix. should be read with care, as they present a vivid account of this history.

Second Week. 1. The Babylonian Empire. Eighty-seven splendid years.

2. The wonders of the capital. Other great works of the empire.

3. Nebuchadnezzer. Belshazzar. The Persian Conquest, 538 B. C.

4. The first six chapters of Daniel and chapters xxiv. and xxv. of 2 Kings should be carefully read, since they relate graphically the scenes of the Babylonian reigns.

Third Week. 1. Society in Babylon and Assyria. Magical arts of the Babylonians. Despotism of the government.

2. Ancient cuneiform inscriptions of the Turanians. Assyrian and Babylonian tablets. The Behistun inscription, and Rawlinson's feat.

3. Literature. The sciences—Botany, Zoology, Mineralogy, etc. Magical works. Sacred poems. Babylonian antiquities. Accounts of the Deluge. Grammars and lexicons.

4. Building materials. Temples. Ruling idea of architecture. Vaults of statuary and drawing.

5. Description of Babylon. The walls, "Hanging Gardens," palaces, etc.

6. Industries—weaving, metal working, glass making, gem cutting.

Fourth Week. 1. Characters. Religion. Manners and customs.

2. Scenes in real life.

SUNDAY READING. (Suggestive.)

First Sunday. "The destruction of Sennacherib"—Byron. Isa. x.

Second Sunday. "The Vision of Belshazzar"—Byron. Isa. xiii., xiv. Jer. l., li.

Third Sunday. The Assyrian account of the Deluge, compared with Scripture narration.

Fourth Sunday. Bel and the Dragon. The Prayer of Manasseh. The song of the Three Holy Children.—Apocrypha.

Official.

Autumn Arbor Day.

OCTOBER 27, 1884.

"In the "Outline of Township Institute Work," recently issued from this office, and distributed to the teachers of the State, I recommended that each township should celebrate an Autumn Arbor Day, at such time as might be most convenient. A desire has been expressed that a certain day be definitely named for general observance throughout the State. I therefore appoint Friday, November 14th, as the Indiana Autumn Arbor Day, for this year, and recommend that all schools needing such improvement devote the afternoon of that day to planting ornamental trees in their grounds, with an appropriate accompaniment of school songs and literary exercises.

JOHN W. HOLCOMBE,
Superintendent Public Instruction.

Facts, Figures and Personals.

Mrs. Sarah K. Bolton has a most valuable article in a recent number of the *Congregationalist*, entitled, "How capital can help labor."

—The subscription-list and "good will" of *The Continent* have been sold to *The Christian at Work*,—to which journal Judge Tourgee will furnish regular contributions.

The Girls' Classical School Building at Indianapolis will be formally dedicated the Wednesday before Thanksgiving. An extensive programme for the occassion is in preparation.

The School and Home, Wm. L. Thomas, Editor and publisher, St. Louis Mo., is the handsomest paper of its kind we have seen.—It makes first class supplementary reading for the school.

Gen. Lew. Wallace, who perhaps has contributed as much to the literary fame of Indiana as any other one man, is now writing a new book, the title of which is not yet known, but he tells us the is to end with the conquest of Constanstinople.

An error worth noting occurred in our last two issues. Prof. E. C. White, the author of the interesting articles on the "Pre-historic Races," is Principal at Albion instead of Auburn. M. W. Harrison still remains in charge at Auburn, where he has been for the past five years.

The second article on United States History was unavoidably crowded out this week on account of the Reading Circle Outline. It will appear next week, after which we hope to finish the series without interruption.

The appointment of Mrs. May Wright Sewall to report the work of women in the colleges in Indiana falls in with the previous appointment from the National Teachers' Association to represent the educational interests at New Orleans. She will visit colleges throughout the State in reference to this work.

Growth of the United States Compared With Other Countries.

The facts given in the several tables below were collected by a Commissioner appointed by Congress, and are said to have been obtained from the most reliable sources in the countries named. For the United States the facts were obtained from the census bureau and other departments:

Age of United States, dating from the Declaration of Independence	100 yrs.
Age of United Kingdom of Great Britain dating from William the Conqueror	800 yrs.
Age of France, dating from Charlemagne	1100 yrs.
Age of Germany, dating from Charlemagne	1100 yrs.
Age of Austria, dating from Charlemagne	1100 yrs.
Age of Russia, dating from Peter the Great	350 yrs.

POPULATION.

United States	50,150,000
Great Britain	34,505,000
France	37,166,000
Germany	45,367,000
Russia	82,400,000
Austria	39,175,000

WEALTH.

United States	$55,000,000,000
Great Britain	45,000,000,000
France	40,000,000,000
Germany	25,000,000,000
Russia	15,000,000,000
Austria	14,000,000,000

DEBT.

United States	$1,800,000,000
Great Britain	3,800,000,000
France	4,000,000,000
Germany	90,000,000
Russia	2,000,000,000
Austria	2,000,000,000

EXPENSES.

United States	$257,000,000
Great Britain	415,000.00
France	650,000,000
Germany	150,000,000
Russia	600,000,000
Austria	370.000,000

PRODUCTIONS.

United States—agriculture	$7,500,000,000
" " —manufactures	8,000,000,000
Great Britain—agriculture	1,200,000,000
" " —manufactures	4,000,000,000
France—agriculture	2,000,000,000
" —manufactures	2,500,000,000
Germany—agriculture	1,800,000,000
" —manufactures	2,200,000,000
Russia—agriculture	2,000,000,000
" —mannfactures	1,300,000,000
Austria—agriculture	1,000,000,000
" —manufactures	1,700,000,000

The World's Industrial and Cotton Centennial Exposition at New Orleans.

The great Exposition will open on the first of Dec. 1884, and continues during a period of six months, covering in the latitude of the United States the Winter and Spring seasons. At New Orleans during this period the temperature averages 65° F., rarely falling to the freezing point. The verdure of the trees, shrubbery and the lawn remains green, flowers bloom, fruits ripen, and nearly all kinds of vegetables and garden products grow and mature.

The City Park has been assigned for the uses of the Exposition. It is a beautiful stretch of ground lying between St, Charles Avenue on the north and the Mississippi River on the south. The buildings front east toward the main portion of the city.

Magnificent groves of live oaks are scattered over the grounds, and with the embellishment given by the Exposition management, the conversion of large tracts into beautiful and elaborate gardens (many of them several acres in extent), tropical trees and verdure meeting the vision in nearly every direction. miniature lakes and huge fountains dotting the landscape, flowers in profusion and luxuriant vegetation on every side, the Park presents a scene unrivalled in this country and with hardly a parallel in the world. The structures of the Exposition cover nearly sixty acres of space.

This Exposition is held by virtue of an act of Congress, under the auspices of the general government, (which has appropriated $1,300,000 for its purposes) the National Cotton Planters' Association and the City of New Orleans. Appropriations for its benefit have been made by the principal States of the Union, by numerous counties and cities and by several foreign countries.

The main building, now about finished, is the largest structure ever erected, covering 33 acres of space under one roof. The Horticultural Hall, also nearly completed, is the largest building ever erected for the purpose, being 600 feet long by 194 in width. In the center tower it is arranged to show 20,000 plates of fruit. The government building will itself be much larger than the majority of what are termed great exposition buildings, it being 885 feet long by 565 feet in width. This building will contain the Government and State exhibits Many other structures will be erected. This Exposition gives every promise of being the greatest and grandest ever held.

Indiana State Teachers' Association.

31ST SESSION—DEC. 29, 30, 31, 1884.

PROGRAMME.

Monday Evening, 7:30 *P. M.*

1. Opening Exercises.
2. Address of Retiring President Jno. S. Irwin, Ft. Wayne.
3. Inaugural Address—H. B. Hill, Co. Supt., Dearborn, Co.
4. Miscellaneous Business -Appointment of Committees.

Tuesday Morning - 9 *A. M.*

1. Opening Exercises.
2. Paper— "The Frœbelian Idea" Mrs. E. A. Blaker, Indianapolis.

   Discussion opened by
3. Address—"The Moral Education of the Young"— Rev. O. C. McCulloch, Indianapolis.
4. Paper—"Profit and Loss of the Graded School System" -

   Discussion opened by W. H. Elson, Co. Supt., Parke, Co.

Tuesday Afternoon -2 *P. M.*

1. Paper "Education -a Way, a Method, or a Science?" G. F. Kenaston, Supt. Schools, Attica.

   Discussion opened by
2. Annual Address—"Learning to Do by Doing" -Col. F. W. Parker, Normalville, Ills.
3. Miscellaneons Business -- Appointment of Committee on Officers.

Tuesday Evening -7:30 *P. M.*

Popular Lecture—"Womanhood in Shakespeare"—Wallace Bruce, New York.

Wednesday Morning 9 *A. M.*

1. Opening Exercises.
2. Paper—"Personality in Teaching" Ella E. Munson, Supt. Schools, Mitchell.

   Discussion opened by Jos. Carhart, Prof. Elocution and Oratory, DePauw University.
3. Address—"The Philosophy of Teaching"--E. E. White, A. M., LL. D., Cincinnati, O.
4. Paper—"The Citizenship of the Teacher" Edward Taylor Supt. Schools, Vincennes.

   Discussion opened by Erastus Test, Richmond Normal school.

Wednesday Afternoon-- 2 *P. M.*

1. Paper—"The Examination Question" -Margarett Lawrence, Teacher Science and English, Frankfort High School.

   Discussion opened by F. D. Churchill, Supt. Schools, Aurora.
2. Paper --"The Element of Trust in Government"-Harriett E. Leonard, Prin. Jefferson School, Ft. Wayne.

   Discussion opened by R. A. Ogg, Prin. High School, New Albany.
3. Report of Committees.
4. Miscellaneous Business.

HOTELS.

Headquarters at GRAND HOTEL--Rates, $2 per day. Other Hotels--Bates House, $2.50, English Hotel, $1.50, Occidental Hotel, $1.50; New Denison, full rates.

☞The reduced rates will be given only to those having certificates showing payment of annual dues.

RAILROADS.

The following railroads will sell excursion tickets at 2 cents per mile, each way, upon presentation of certificate from the R. R. Secretary. Tickets good going December, returning January. All railroads centering at Indianapolis: also the G. R. & I. R. R., the E. & T. H. R. R., and the F. C. & L. R. R. Send for certifiates early to C. S. Olcott, R. R. Secretary, Indianapolis, Ind.

PROGRAMMES.

Programmes will be printed and ready for distribution by November 15. For these, or general information, address the Chairman Executive Committee, LaFayette.

HIGH SCHOOL SECTION.

The sessions of the High School Section will be held on the afternoon of December 29 and the morning of December 30. The programme will be in the December Educational papers. For special information, address G. F. Kenaston, Chairman Executive Committee, Attica, Ind.

MEETING PLACE

The New Congregational Church, the largest and best arranged building for the purpose in Indianapolis, has been secured as the place of meeting. Here all can be comfortable.

E. E. SMITH,
Chairman Executive Committee,
LaFayette, Ind.

Correspondence.

WARSAW, IND., OCT 21, 1884.

Friend Olcott:—I see you take strong grounds for the out door play recess in your last "Weekly." I used to be bitter in my opposition to its abolition, but "the proof of the pudding is in the eating," and having tried both I would not under any circumstances, so far as our schools are concerned, go back to the old method. Unless you have unusual play-ground facilities a change I think would convert you to the opposite faith.

Yours Truly,
JOHN P. MATHER.

We appreciate a candid statement of experience, and admit its force as an argument. Will friend Mather explain how he secures the *necessary* out-door physical exercise?—[*Ed.*

Noble County Institute.

This County's Institute was a grand success although it was held late in the season, from Oct. 6 to 12th. Supt. D. D. Luke of Ligoiner and Prof. E. C. White of Albion, were the instructors.

Supt. Luke, as of yore, won the esteem of all present by his deep and concentrated ideas.

Prof. White wsa an inspiration to all present, and by his earnestness won long praises. We predict for this young man, through his energy and solid thought, a great life of usefulness.

Mr. Vangorder from Rome City, aided Prof. White in presenting the sciences by the use of his magnificent microscope and physiological apparatus.

Dr. Green, of Albion, gave the students two fine talks about the "Nervious System." Prof. Luke presented the subject of "The Teachers Reading Circle," and Prof. White that of Antiquities, in which, after ably presenting the ancient subject, applied the subject to many a teacher who has become overgrown with moss and rust, and upon whom the insatiate tooth of time have been preying until they are left behind the progressive age and covered up in the "sands of time."

Supt. Wat Denney was to be found everywhere presistent, and did all that was possible to make the meeting a success and everybody comfortable.

C. S. Olcott, publisher of the Educational Weekly, was present on Monday, Oct. 6, but much to the regret of all was unexpectedly called home. He favored the institute with some very appropriate remarks.

W. W. SMITH,
Albion, Ind.

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CALENDAR—Fall term will open August 26, 1884; First Winter Term, November 4, 1881; second Winter term, January 13, 1885; Spring term, March 24, 1885; Summer term, June 2, 1885.

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Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia........... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

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Time Table of Through and Local Trains.
Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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STATIONS.		No. 2.	No. 4.
Cincinnati	Lv	8.10 a.m.	....
Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1 54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	3.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

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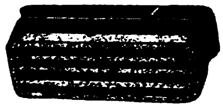

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Educational Weekly.

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Current Events.

The Election.

The presidential contest has so absorbed the attention of the public men, business men and newspapers for the past few months that we have been enabled to print very little domestic news in this column. We have refrained from tracing the progress of the campaign owing to the non partisan character of this paper. The result, however, must be recorded in history. The campaign has been one of the most remarkable in many respects ever known. The independent revolt against Blaine, the threatened opposition of Tammany to Cleveland, and the strength of Butler, and St John were elements of uncertainty, which made it impossible to forecast the result. Nor was it possible to estimate the effect of the charges of immorality and corruption made by both of the leading parties. The *Western Christian Advocate* says:

"It has been one of the most fiercely contested elections we have ever known, and for its assaults upon the personal character of candidates has been wholly unparalleled in American history. Facts and fancies of the foulest kind have been common subjects of newspaper discussions, and those who usually pass by such reading in the daily papers have familiarized themselves with it in this case under the pressure of political interest "

The effect upon business has been very depressing, not only from political causes, but also from the fact that the interest of the people has been so completely absorbed in the contest that business has suffered from neglect. At this writing both parties are claiming victory, and the result is still in doubt. Below we summarize the indications as best we can at this time, though a few hours may bring important changes.

The first news on Wednesday gave decided indications of a Democratic victory. New York, New Jersey, Connecticut, Indiana, Wisconsin and Michigan were claimed by the Democrats, who also asserted Illinois to be in doubt. Later returns were more encouraging to the Republicans, who in turn claimed all Northern States and three Southern States. It now seems certain that the South will cast 153 votes for Cleveland, and that New Jersey and Connecticut are Democratic. Indiana is very close on the State ticket but will probably cast her electoral vote for Blaine. The interest centers on New York; but the returns are annoyingly slow. Further than this it is unsafe to say.

But the result may be definitely known by the time this issue reaches its destination. Whoever the new President may be, with our good friend the *Advocate* we say we are not at all apprehensive of immediate disaster to the government. If we should accept all the statements of the partisan press during any campaign, we should be forced to expect that whatever the result of the election might be as to the man chosen, the country would plunge at once into the dreadful gulf of annihilation. We all know, however, that such is not the case. The existence of the United States does not depend upon the election of a President alone. Great causes produced this nation, great principles underlie it and great interests of humanity are identified with its prosperity. A President can exert large influences upon our national character and development, but our destiny is in no man's hands Passion will cool at once, and affairs will assume their normal movement.

We would not belittle the issues involved in these political struggles: they do involve great questions But we all know that, as a rule, no great questions are settled by any one political campaign. The same ground will be fought over again; the questions survive the conflict. And so does the country.

And as we do not look for the destruction of the nation as the result of this election, so we do not anticipate a great and instantaneous "boom" in business. It may revive to some extent, and perhaps will do so. It is the time of year for commercial activity, and now that men can attend to business it will perhaps improve; but elections are only fractions in the grand total of influences which determine the financial conditions of nations. The cause must be adequate to the result, and the election of one man to an office which he can hold only a few years, can not revolutionize the financial condition of 50,000,000 of people.

On the whole, therefore, we may rest in peace. Those who have the man of their choice must not be over sanguine as to the results. Those who are disappointed should not indulge bitterness at the people's verdict and need not despair. God rules, and the American people have too much intelligence and virtue to allow one man to work large national disaster, even if he were so disposed.

* * * * * * * *

Since the above was written the returns from New York indicate an exceedingly close election. The official figures will be required to determine the result, though it is about settled that Cleveland will have a majority of about 1000 or less. There is cry of fraud on both sides, and trouble is feared.

Educational Miscellany.

Definiteness in Teaching and Decision in School Management.

[*A paper read by Miss Kelly at Teachers' Institute, Greencastle, Oct.* 31, 1884.]

Definiteness is ever an element of success, but to no undertaking is it more important than to the teacher's work. Here it is among the first essentials. A teacher may have many qualifications requisite to her profession, and yet her results measured by her efforts, be unsatisfactory. Why? On account of a lack of a definite plan of action in her daily work.

Definiteness is necessary in every branch of the teacher's work. She must have a reason for every question propounded, every answer given, every lesson assigned, every method introduced, every request granted, every order issued. It is not necessary, nor is it often best, that the pupil be made acquainted with it, but the teacher must have in her own mind a well defined reason for every thing given or required. This reason must be rational, comprehensive, practical, definite. This decisiveness of character, or definiteness of action is not often an innate quality, but it is possible for the most indecisive and wavering to attain it by constant endeavor and practice.

A prime requisite of a good school is a well defined outline of the work to be accomplished. It must be complete and definite in its purpose, and such as will best meet the demands of the school. Much of our education builds an arc, and not the whole circumference. Only whole wheels will roll. Whenever an arc is omitted from our course of study, or plan of work, there is likely, as the wheel rolls, to be a halt some day.

Secondly, the daily recitation, to accomplish its highest good, must be characterized by definiteness on the part of the teacher and pupil. Both must bear in mind that progress is slow and made by graded steps; must realize that to-morrow's lesson is rendered easier by the thorough mastery of to-day's; that the climbing of the ladder of learning is round by round, and that the skipping of a single rung impedes the after descent. The pupil must be made to understand the dependence of one lesson upon another and the importance of thoroughly mastering one before the succeeding one is adopted. There must be a reason for every lesson presented. Let the superfluities of the text-books be omitted. There is too much to be taught to waste time upon exercises that are useless or beyond the child's comprehension. With regard to definiteness of conduct in school management, the first thing is to decide upon a plan of action and to determine quickly what course to pursue. Caution and deliberation are good, but they are sometimes false friends and when too late it is found that a less considerate policy would have been better. Then the teacher must meet all kinds of emergencies, and she must meet them with her armor on. Victories are to be won or lost, and like a good general, she must be prompt in exercising firmness and judgment in issuing and carrying out her commands. Time for consideration is out of the question. Immediate action is essential. But no rule is specific. In these, as in every thing else, conditions modify the wisdom of each course of action.

Definiteness is sometimes confounded with rashness, or obstinacy. Some are definite without being wise or fortunate in their decisions, and having formed a definite plan will hold to it when wisdom would recommend its being abandoned. But when a far-seeing, sagacious mind, capable of appreciating circumstances, has made a decision, it is usually safe to exercise boldness and energy in its execution.

Some err by having particular modes of treatment for particular offenses regardless of the occasion, circumstances, or cause which led to the offense. The chief difficulty in school management arises from the various dispositions inherited by the pupils and the variety of home or outside influence to which the child is subjected when away from the teacher's control. It is said that the Creator never fashioned two minds alike. To this truth add the weight of the variety of home training, or its total neglect, and it is evident that the successful teacher must be well versed in psychology. Parents burdened with the training of three or four youths, acknowledge their inability to understand the delicate structure and peculiar mechanism of their offsprings' minds and excuse their mistakes in government on these grounds. But there is little charity for the over-worked teacher, entrusted with the mental and moral training of forty or sixty such organisms. She is expect to understand all the peculiararities and characteristics of child nature. It is the very basis of her work, and mistakes on her part are inexcusable. She must instantly and simultaneously take all things into consideration, form her decision without hesitation and waver not till her object is accomplished. Definite plans and definite action constitute the only safe policy.

Lastly, the teacher must have definite ideas concerning the true aim of the school. She does the grandest work who best fits the child to meet and discharge the responsibilities of life. The habit formed during school life largely determines the character of the man. The capabilities of the child, and the possibilities of the future are unknown. The teachers of to-day are training the future citizens. It is not only possible, but it is probable that some of our number have under their control those destined to become leaders. The biographies of eminent men prove that not many who achieve greatness give promise of it in school days, but some at least have attributed their success in life to lessons inculcated by the traditional stern master of the log school house. But in our enlightened age, at this period, when the public school system appears near its zenith, the school training is expected to more largely determine the future of the child. *Influence lives forever.* Though now unrealized in the future, perhaps years hence, our influence to-day will be seen and felt. How important that it be wielded in the right! No profession is so weighted with responsibility as the teacher's profession. It is not for *to-day* that we teach, but for time to come. The character of the future manhood and womanhood will bear the impress of our efforts. Continually meeting with discouragements, with efforts misunderstood and unappreciated the average teacher hushes the wailings of her heart, forgets self and cries for strength and wisdom to do her daily work, and believes she finds recompense in the nobleness of her high calling. Such an one is lost in darkness unless her pathway be lighted by that *one star* of hope—the definite aim of school and the teacher's work. It is her one consolation and she who keeps it before her cannot utterly fail.

A Plea for the Laboratory Method in Physical Geography.

High School, Indianapolis, Nov. 1, 1884.

Editor Educational Weekly:

Questions put to a class in Physical Geography convinced me that they had not sufficient material in their minds to build up the mental pictures that must be built up in order to have clear ideas on the subject of drainage. It seemed to me that an excursion to the banks of a river would remedy this defect in some degree. I knew the pupils were so fond of anything approaching a picnic that no urging would be needed. Fortunately a river was accessable. The following questions were given to guide the pupils in making their observations:

I. Draw a vertical section of Fall creek:
  a. Point out its valley, basin, alluvial plain, terrace land etc.
  b. Give width of each.
II. Describe the basin of Fall creek.
III. Describe the soil and vegetation of Fall creek.
IV. What is the character and size of the material carried by this river?
V. State the direction of the current—Give proof.
VI. What can you say as to the velocity of the current?
VII. What is the depth of the river?
VIII. How does the present size and position of Fall creek agree with its former size and position?
IX. Draw a map of Indianapolis showing the position of White River, Fall creek and one of its tributaries
X. Of what river is Fall creek a branch? Into what river does White River empty? To what river system does Fall creek belong?

In order to save the walk from degenerating into a picnic, the pupils were told when they were invited to walk on the banks of Fall creek, that their observations were to be prepared in the form of a composition for the following Monday's recitation. The excursion was made on Saturday.

The compositions proved so much better than was anticipated, that I venture to enclose one, mistakes and all, to try to prove to others that the plan is worthy of trial.

Lillie J. Martin.

AN EXPEDITION TO FALL CREEK.

Starting from home at about twenty minutes past eight, I reached my destination at a little after nine, where I found nearly all of the scholars, and the two accompanying teachers. Thence we started for a short walk to Fall Creek.

On our way, we were called to see a terrace a few feet above the surrounding plains, and about thirteen hundred and fifty feet on this side of the stream. Beyond this swell, were found alluvial plains extending to a terrace north of the creek, corresponding to the one just described. The width of these lowlands, or the distance from the southern to the northern swell, was, I should judge, about twenty-six hundred and forty feet, or half a mile.

The first thing observed after reaching the creek, was the vegetation of its banks, which, I think, consisted of trees mostly; and back of these were fields of corn, wheat, etc. The trees mostly noticed were the sycamore, elm, oak, willow, and low shrubbery. The soil was generally fertile, as could be seen from the productions on it. On the immediate banks, where the earth had been cut to some degree, could be proven that the layers were of different materials; for by rubbing your fingers over it, you could feel gravelly soil, and next would come a part composed of finer dirt.

I threw a piece of wood into the stream, and saw that the current was south. The wood did not float along very fast, therefore I knew the current was slow in that place, but farther down in the course it increased in rapidity. The water was not swift enough to carry anything larger than very small pebbles, hardly that. The chief materials carried by it, are sand and silt.

The valley of Fall Creek is about one hundred and sixty-six feet, or one thirty-first of a mile wide; and the distance from a bank to the valley could hardly be given in correct numbers, for it varies in different places. At the place where I estimated, the distance on the southern bank was about forty-five feet, on the northern, near twenty feet.

Fall Creek is formed a little beyond Pendleton, twenty-seven miles east of here. It flows through a larger portion of its course, in almost a westerly direction; but it gradually turns south, until near its mouth, which is a little behind the City Hospital, it flows almost directly south. As far as I traced this stream, I saw several curves and sand-bars. I noticed one especially, which gave rise to a bayou; small, but a good example of a larger one. The water in this flowed very slow, the current hardly being noticeable. In one place the water flowed over rocks, somewhat larger than pebbles, making very pretty little rapids. These rocks were larger and harder to break, while just at one side of these, the ground was softer and not nearly so hard to break, thus the water could cut better and deeper, and flowing down from the larger rocks to the softer soil, formed these rapids.

Then too, I noticed the accumulations on one side of the bed of the river, forced the water on the opposite side; then in a short ways, obstacles on that side, would push it back again, making that winding in and out on the bottom-land, common to most rivers.

North of Fall Creek, nearly parallel to it, for a considerable distance, flows White River. It is separated from it by a water-shed north of it, which commences north of Pendleton, and extends to where it enters White River. Having a water-shed north of it, the creek must have one south of it, which is not nearly so extensive. This separates its waters from the waters of Pleasant run. It would hardly be possible for me to give the exact width of the basin of Fall Creek but I should think it would extend from one water-shed to the other, or about seven or eight miles. The other rivers drain the outer sides of these water-sheds leaving the inner sides for it to drain.

Fall Creek is a branch of White River, which enters the Wabash in south western Indiana. Though the waters of Fall Creek are not very great, they are carried by greater rivers till they reach the great Mississippi, or in other words it is a part of the Mississippi System.

I have told all I can recollect of my expedition to Fall Creek, which I think has bettered my idea of the course and character of rivers.

GUSSIE F. BROWN.

Practical Lessons.

Music Lesson—No. X.

BY W. F. HEATH.

A few suggestions will enable the teacher to write any number of new exercises from the diagram given in the last lesson. Each exercise should begin with either *do mi* or *sol*, and only the tones and tone relationships presented in the diagram should be used.

The following will serve as a model:

Draw a staff on the blackboard from four to six feet in length. Draw a bar at the beginning. Write *do*, *mi*, *re*,—*fa*, *sol*, *mi*.—*sol*, upper *do*, *sol*,—*re*, *sol*, *mi*,—*do*, *fa*, *re*, *sol*, *mi*, *sol*, upper *do*, &c., ending with a double bar. A dash after a syllable means a half note; those without a dash are to be quarter notes. Divide by enclosing between the bars two quarter notes or one half note.

An exercise should end with either upper *do*, lower *do*, *mi* or *sol*; either of the former are better than the latter. By looking at the diagram it will be seen that there is no line leading from upper *do* to any other syllable than *sol*, therefore only *sol* can be written before and after upper *do*. In order to be sure that every pupil has learned which tone each line or space represents pupils may be sent to the board to point out the line that represents *mi*, the space that represents *fa*, &c., until every pupil is perfectly familiar with the representation. The same result may be obtained by having the pupils draw a staff upon their slates and writing exercises dictated by the teacher, afterwards singing the exercises from their slates.

The use of the pointer in assisting the pupils to follow the notes on the staff may be gradually abandoned, and the pupils required to sing the exercises without the assistance of the teacher. Great care should be taken that the tones indicated by the quarter notes are equal in length and that the tones indicated by the half note are twice as long as those indicated by the quarter notes. See that every pupil gives a pure, smooth, musical tone so far as possible. Call up a class of four or five pupils every day to sing from the diagram and an exercise at sight from the staff.

Map Drawing.—V.

C. W. HODGIN, RICHMOND NORMAL SCHOOL.

THE COUNTY.

Before drawing the map of the county some preliminary work should be done. Careful study should be made of its position in the State, the other counties that border it, and its location in latitude and longitude. By the time pupils are ready for the map of the county they can comprehend the use of lines of latitude and longitude as means for the location of places. If the use of streets for the same purpose has been made plain there will be no difficulty. Suppose Marion County is the one to be studied: the pupils can readily be led to see that it is crossed by 39¼° N. Lat., and 86¼° W. Lon. from Greenwich or 9¼° W. from Washington. The length and width in miles should be learned. also the area in square miles. The character of the boundary lines, whether they are straight or broken, or are formed by streams, should be carefully observed. The character of the surface should be made the next topic for study. As much of this should be given by the class as possible. Some of the children may have been in different parts of the county and the results of their observation should be called for. The surface may be described as level, rolling, hilly, or mountainous, as the case may be. Drainage should follow surface. The principal streams that border or traverse the county should be named, located, and described as to size, direction, and utility. The uses should be stated and reasons for such uses given. If there are lakes they should be located and described. All descriptions should be drawn as much as possible from the actual knowledge of the pupils themselves. This will stimulate them to intelligent observation in their travels and excursions, and thus lead to the formation of one of the most important of habits.

The principal highways and railroads should be traced and their importance stated.

The number, names, and location of the civil townships is to be included in this work. Of course, the teacher will, if possible, have a map of the county before the class during the progress of these lessons.

Locate the chief cities and towns and give the leading industries in towns and country.

Name the county seat. Why so called? Name the county offices, duty of each office, and, if desired, the men who fill them, at the time of the study. If the time and opportunity offer the chief facts of the history may be given.

In drawing the map a scale should be used and the boundaries drawn first. Next put in the boundaries of the civil townships, also by the scale, the streams and lakes, highways and railroads, cities and towns.

If the pupils are required to draw on paper, a good quality should be used, and care should be taken to keep the maps neat. The pencil should be neither too hard nor too soft, and should be kept well sharpened. In representing rivers, creeks, &c., the drawing should be toward the mouth, bearing on more and more heavily to indicate the increase in the size of the stream, and the pencil should be run over it *but once.*

Any important natural curiosities, or interesting work of man should be located, as caves, waterfalls, mounds, &c.

Unless the pupils are reasonably skillful at lettering, the maps will look better with no names written upon them. Everything placed upon the map should mean something, and the pupil ought to be required to name it without the necessity of a label.

When the work is completed, journeys should be taken as indicated in previous articles.

The writer would suggest that the teachers try to furnish from their geography classes, maps of the county drawn as directed by the State Superintendent in the last number of the WEEKLY, from which the county superintendents may select the best to send to the Educational Exhibit at New Orleans.

United States History in its Relation to European History.—II.

C. CAUSES OF EMIGRATION AND COLONIZATION.

I. Minor causes.
  a. Love of adventure, private enterprises, etc.
  b. Civil discord in Europe.

(1) Anarchy at the heart of European nations. (2) Europe not the place for freedom. (3) Prevalence of monarchy and tyranny of sovereigns. (4) Result in Netherlands—oppression by Spain—people driven to flight—make use of maritime power. (5) Result in other countries—crimes of the Stuarts, etc.

II. Major Cause, *Religious Persecution.*

In investigating the causes of emigration and colonization we find ourselves considering those elements of character which gave the American people their individuality, which helped them found their institutions, and which in the days of Revolution gave them a Nation. Aside from the one great cause of this movement towards America, several minor causes may be enumerated:

Awong these minor causes were love of adventure, and an ambitious desire for gain. Driven by one or both of these motives scores of brave men left comfortable homes to risk life and fortune upon the untried depths of ocean and the desolate coasts of America. A more important cause and one that pertains more directly to our subject was the civil discord which rent the nations of Europe in the time of which we speak. Anarchy lay at the heart of European institutions. Monarchy, "absolute" monarchy in many cases, was the prevailing form of government. Liberty was just beginning to assert itself and was carefully suppressed. The republic, as a form of government, was as yet unknown. Europe was not the place for freedom. From earliest times the land of monarchies and the home of despotism, the people had always been a subject of but little thought, rights were as nothing, popular freedom was crushed out of existence and tolerance of opinion an unheard of thing.

Spain, by the fortunes of Charles V.; at this time became heir to the lowlands of the North. But Spain was despotic, and the urgencies of war, coupled with his natural arrogance, often led Charles V. to violate the constitutions of the Netherlands. Philip II. on his accession to power formed the deliberate purpose of subverting them. The terrible wars of the Netherlands that ensued are familiar to all. All classes, nobles and commons, were driven to opposition. The situation grew desperate. The Inquisition, with all its merciless cruelties, was introduced with terrible effect. All manner of atrocities multiplied. "Men fled—but whither? The villages, the city, the court, the camp were held by the tyrant. The fugitives had no asylum but the ocean." Across the water, beyond the scene of turmoil and strife, America offered the homeless a shelter and protection from their enemies. Their previous commercial activity afforded the afflicted people a means of escape, and thousands of helpless refugees soon took advantage of it. The Netherlands divide with England the glory of planting the first settlement in the United States; they also divide the glory of having set the example of public freedom. Thus the very despotism which characterized Europe, and finally ruined Spain, became the cause in America of permanent good. Similar causes in other countries produced like results. Wars for the preservation of the balance of power and other causes became general throughout Europe, and many were the peace-loving citizens who gladly forsook home and country to find an abode of rest and quiet beyond the Atlantic. The Stuarts of England, distinguished by a blind resistance to popular opinion, were responsible for much of this emigration, and their crimes drove to this country men of learning, virtue and fortitude.

We now come to the main cause that peopled America. It was no small matter for thousands of people to leave their homes to tempt fate on the shores of an unsettled, almost unknown land, and under ordinary circumstances but few could be persuaded to attempt it. There was need of some great power to drive the people of Europe out of their homes into some harbor of safety before America could be colonized.

Persecution for religious belief furnished this great

(Continued on page ten.)

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A PREPOSTEROUS STATEMENT.

Too much importance cannot be attached to the soundness of doctrine inculcated by teachers high in authority. No one reproduces himself so often, nor so completely in a moral sense as the teacher. And this truism rises in importance as we ascend the scale of professional preferment. The president of a college, or of a State institution, by virtue of his position has a following not accredited to the teacher of a common district school. The utterances of men in these high positions are observed, remembered, and treasured largely in proportion to the magnitude of the interests entrusted to their care. We know of many institutions of high rank, where a majority of the students, go away thoroughly imbued with the moral sentiment, whatever that may be, of the presiding officer. The pity is not that this is true, that students go out of these schools thoroughly indoctrinated with the moral standard of the president, but that in some institutions there are men at the head who give utterance in the presence of well meaning young persons, who have implicit faith in the statements of their superiors, to monstrous doctrines. Under the guise of sententious wisdom, it is claimed that one of these presidential claimants recently, and in the presence of a large class of students, used the following language, to express his own sentiment, viz. "The greatest curse to society is the moral man in a position of authority in times of necessity." This is a vicious sentiment that should not be tolerated as the "moral ideal" of one high in authority. It is calculated to do mischief, not because of the heinousness of the sentiment in itself but because of the official position of the one who makes the statement. Instead of this proposition being in any sense true, its absurdity is apparent on the face. The direct opposite is the truth. If a moral man cannot be trusted in a position of authority, who can? Certainly not an immoral man. The proposition is too absurd in itself to admit of discussion. Our regret is that men who foster such sentiment are permitted to hold positions of trust, and where it is possible to poison innocent youth with such mischievous sentiment.

Whatever specious argument, by way of defence, may be thrown around a statement of this kind it is all the more vicious. The absurdity of the statement is not the worst feature. The mischievous part of the performance is the effort to palm off, on the unsuspecting youth as epigramatic wisdom, a good example of sententious "bosh."

THE READING CIRCLE.

The EDUCATIONAL WEEKLY has frequently called attention to the necessity of giving the best care and attention to the organization of the Reading Circles. The kind of reading required in the outline is new and somewhat difficult to a large majority of teachers. *With* the assistance of a competent leader, it is not so difficult but that they will become interested, and easily accomplish the task assigned each month, but without a leader, we have thought from the beginning, the chances were against the average teacher making much headway with the outline. The following letter, from one whom we know to be intensely interested in this movement indicates better than we can write it, the facts and the necessity that proper care be taken to organize these circles.

Mr. J. M. Olcott:—Yours of 21st inst. received. Have delayed reply hoping to be able to give a good report. The township Institute failed to give expression in reference to the "Indiana Teacher's Reading Circle." We therefore invited those interested in the work to meet at our house on the evening of the 17th. Five teachers came, one young gentleman and four young ladies. The matter was talked over but no definite plans were made except that each one determined to order the books and meet again. Friday 25. The want of a leader seemed to be the only thing needful. County Examiner not present on either occasion. At the time stated the five again met in my library and with the addition of myself—long an ex-teacher—determined for the present, to take up the work as laid out and go on without any formal organization taking turns in conducting the exercises. The little band seems pleased with the work and I think will go on with increased interest. So far the teachers throughout the county are not taking hold of the matter as they should, but in many instances it is no doubt for the want of a leader. The young teachers feel timid and the older ones plead lack of time or dislike to the course as laid out, the objection being Mental Science, the subject of all others most needed by the teachers at this time.

Teachers who pass the best examinations are by no means the best instructors. Aside from natural fitness what can be of more interest to the teacher than the subject of mental science and culture. To train the mind with any degree of success there must be some knowledge of the nature of the mind. One has only to attend a county institute to see the need of culture, in this direction. The Board of Directors no doubt, realized this fact when the subject was chosen. The teacher who fails to embrace this opportunity of giving attention to this subject will operate against his own interest. We have some brave young teachers in this (Franklin) county that are working hard and reaching out for everything to their interests and we hope to see them come bravely to the front in this matter and leave some of the older teachers in the ruts far behind. Yours &c.

MRS. S. C. HARRELL.

Oral teaching has, in a measure, supplanted the text-book, and has degenerated into twaddle,—into routine and empty word-repetition. Objects animate and inanimate have been introduced to the inquisitive and wandering eyes of pupils in eager expectation of a real intellectual feast, but disappointment awaited both teacher and pupils. The viands proved palatable but less nourishing than was expected. . . .

We begin to realize as never before, the importance and value of the real teacher; and we begin to understand that there is no substitute for *brains* in the teacher—that the better the method of instruction, the greater the necessity for scholarship and culture in the teacher. We realize more and more the indispensableness of a knowledge of mind in order to create and develop mental capacity and strength.—*Exchange.*

There is food for thought in the above extract. The tendency to diffusiveness at least, is characteristic of oral teaching.—*Ed.*

The Cleveland Board of Education had adopted the plan of furnishing text-books and all the needed stationery to all the pupils, at public expense. The operation of the plan has been interrupted by a permanent injunction, granted by Judge Hamilton, of the Common Pleas Court. The court held that the board had no authority under existing laws to provide free text-books except for the children of indigent parents, and enjoined the distribution of supplies to the pupils, except such as come within the provisions of section 4026, which reads as follows:

When it is shown to the satisfaction of the board that the parent or guardian is unable to purchase for his child or children the necessary school books, the board may furnish the same free of charge.—*Ohio Monthly.*

"Our elementry instruction should be tested at all stages by adaption both to the needs of practical life and to the nature of the child. Its proper object is to give command of the common implements of learning, and to create a desire for the things of the understanding. We are unfaithtul to the highest interests of society if we omit the latter. We neglect the most vital of these implements if we fail to train in the use of the senses, and to develop the gift of expression by progressive, objective lessons in the knowledge of things. Each of these implements is a power, not a body of knowledge, and as such is acquired by doing, not by receiving; so that the teacher is properly a guide to right ways of doing and not a lesson taker. He will foster natural processes instead of imposing artificial ones; and in reading, for instance, he will consider it part of his duty to see that the child has, at each stage of his course, proper means for turning to account, for his own amusement and instruction, the degree of skill he has already acquired. He will recognize that history told for children is a valuable help to this, and may wisely be introduced in place of some of the present work,—geography for instance; and that reading, history, geography and grammar are all only the means of cultivating in the child the power to get out of books what is in them. He will, above all and at all times, hold fast to the higher aim of promoting right mental development, as in truth the best way of imparting right knowledge."—*J. W. Stearnes.*

Science, art, literature, philosophy,—all that man has done,—the experience that has been bought with the sufferings of a hundred generations,—all have been garnered up for us in the world of books.—*E. P. Whipple.*

United States History in its Relation to European History.—II.

(Continued from page seven.)

driving power. The Reformation was but an expression of the right of human intellect to freedom. But this was a right which had long been sunk below the surface, and though it had an existence, that existence was obscured. When at length the time had come for its appearance and subsequent struggle for existence, the storm which had long been brewing broke forth in all its fury, raging throughout the continent of Europe, until despotism and bigotry were forced to give way to freedom of thought and conscience. Catholicism, which for so many years had held supreme ecclesiastical power over the world could not step down from its throne and admit to an equal fooing with itself a creed whose declared purpose was opposition to its immorality and abuses and the overthrow of its supremacy, without a tremendous struggle. Wars of Religion shook Europe to its very foundation, and the implement of warfare used by both parties in the struggle was persecution. Where then in this epoch of agitation could the thousands of despairing inhabitants find a home, a place of rest beyond the domain of tyranny, where the natural rights of man could for once be asserted? There was but one such place and that was America.

[To be Continued.]

Facts, Figures and Personals.

Most of the teachers in Parke County are taking the Reading Circle course.

A majority of the teachers in Benton County have joined the Reading Circle.

P. V. Voris, Principal at Jamestown, writes "School prospering with 200 enrolled."

We understand from Bowen, Stewart & Co. that about 600sets of books have been sold for the Reading Circle purposes.

Dr. Baldwin, of Rushville, is hard at work on the proof sheets of his *new book*, which every teacher will be interested in reading.

The Rockville *Republican* is all the more readable because of the instructive educational columns edited by Superintendent Elson and L. H. Hadley.

John R. Gibson, former Clerk of the Indianapolis Board of Education, is Chief Clerk for Prof. Post, Librarian of the University Library at Greencastle. Mrs. Gibson has charge of the DePauw Boarding Hall.

Mrs. Emma Mont. McRea, of Marion, Ind., is in attendance this week upon the meeting of the Woman's Congress held at Baltimore, Maryland, where she takes a leading part, having been appointed to read an important paper.

The Pennsylvania *School Journal* pays Indiana and Superintendent Holcombe a high compliment by the publication of the outline for County Institutes. The *Journal* is a little behind hand however, (whether intentionally or not) in publishing the outline for 1883 instead of the more recent one for 1884.

The *Magazine of American History* for November, usually rich in its contents, surpasses all expectations. Every article in it is brilliant. Mrs. Martha J. Lamb, as editor stands without a rival. "Unsuccessful Candidates for the Presidency of the Nation," by the editor, alone is worth the cost of the magazine.

Mr. Andrew Lang, who has recently become the English editor of Harper's Magazine, makes his first appearance in it as a prose contributor in a paper on Sydney Smith, to appear in the November Number. As a Scotchman he resents pleasantly the Canon's assertion that it requires a surgical operation to get a joke into a Scotchman's head, and that Scotland is only the knuckle-bone of England; and he goes on to show that Sydney Smith was not simply "our most remarkable buffoon," but a man of great and courageous eloquence, and a strong influence in political progress.

Prof. D. S. Jordan, of Indiana University, was detailed by the United States Government to explore such river and lake systems of this country as have been little examined, in order to complete, as nearly as possible, the collection of the fishes of the United States, which the Smithsonian Institute will exhibit at the cotton centennial at New Orleans next winter. The unexplored region was that of the great plains and Texas. With several trained assistants he has been busy during the summer and fall with his seins, and has succeeded in finding thirty-five species new to science, besides amassing much information in respect to their distribution. He has now pushed his personal exploration into nearly every important water system of the country.

Prof. Baker, Department of Chemistry in DePauw University, has recently added to the Chemical Laboratory about $500 worth of new apparatus and $200 worth of fine chemicals, making his department one of the best equipped in the State for

QUALITATIVE ANALYSIS—(Elementary).

In this work the laboratory furnishes tables for 70 students and all agents and apparatus necessary to gain a good practical acquaintance with analytical chemistry.

For color tests, a spectroscope of an improved pattern, just imported, is at the disposal of the students.

QUANTITATIVE ANALYSIS.

The laboratory is now supplied with the following, which may be used daily by the students:

One Furnace for obtaining high temperature in a short time. Three Analytical Balances of Beck's and Queen's make. The necessary Platinum and Porcelain ware. Drying ovens. Water baths. Sand baths. Schleicher & Schull's filter papers, Beerettes liter-flasks, and Mixing jars of accurate graduation.

For the study of Toxicology, the poisons, both mineral and vegetable, are in stock, together with the necessary means for their detection.

All supplies of apparatus and chemicals are kept in a separate store room and furnished to the students on order by a man employed especially to do that work.

State Superintendent Holcombe.

Indications now point to the re-election of Mr. Holcombe as State Superintendent of Public Instruction. While we congratulate Mr. Holcombe we are free to say that we congratulate the people of Indiana upon the choice of an able, fair-minded, and in a just sense, non-partisan officer. Mr. Holcombe has given us a strong administration in the past two years, and has inaugurated certain movements of importance to the Educational affairs of the State which ought to have his personal direction for completion. We are glad he is now able to finish the work he has so well begun. We wish it could be so arranged that the State Superintendent's office might be strictly non-partisan as to the choice of that officer. But as this is not the case the next best thing is a fair-minded man in the place. This, we believe, Mr. Holcombe has been. It is certainly to his credit that he left the matter of his re-election entirely to the people. He did not deliver a single campaign speech, or lose any of the time that belonged to his duties, in working up his re-election.

Indianapolis Lecture Course Third Course.

The third course of entertainments of the Indianapolis lecture course is now perfected. It presents a connected, consecutive combination of ten entertainments, to be given on Wednesday evenings With the exception of December they are given two weeks apart. This course presents a diversified list of attractive and instructive entertainments, as follows:

First—An organ recital, preceding each evening's entertainment, on the grand organ of Plymouth Church, by Mr. William Horatio Clarke.

Second—Two concerts, one November 26, by the Indianapolis Musical and Symphony Society, and another December 31, with Jules Levy, the cornetist; Sternberg, the Russian pianist, and a full concert company.

Third—Recitations and dramatic reading by Miss Florence Marryat, daughter of Captain Marryat, January 28, who will give a humorous monologue called "Love Letters;" and Mrs. Lida Hood Talbot, December 31. Mrs Talbot is now connected with one of the best known lyceum bureaus, and has won deserved success.

Fourth—Lectures. On Astronomy, by Richard A. Proctor, Nov. 12. On "A Great Life," by Miss Anna Dickinson, Dec. 10. On "Wendell Phillips," by Mrs. Livermore, Jan 14. On "The Wit and Wisdom of the Crayon," by W. M. R. French, Feb 11. On "Sunshine," by Rev. A. A. Willits, Feb. 25. On "Robert Burns," by Robert Collyer, March 4, and on the "Mediterranean Sea, its Men and its Memories," by Hon. William Parsons, of Ireland, March 18.

The attempt has been made to give the best possible entertainment to those who do not choose to depend upon the theaters for amusement, and at the cheapest rate consistent with a good provision. To those who have spent pleasant evenings at the former entertainments the invitation is cordially extended to come again, while new friends may be assured of a profitable hour.

Course tickets for the ten entertainments, $2.50. For sale at Bowen, Stewart & Co.'s, Cathcart, Clelland & Co.'s, Merrill, Meigs & Co.'s, A. B. Yohn's, and at Plymouth Church.

DePauw University—Department of Art.

Miss Lida Duis late of the Ohio Wesleyan University, is prepared to give instruction in water oil painting, oil painting, China decoration, and wood carving. As soon as the Music Hall is completed ample accommodations will be furnished in it for the various kinds of art work. The following is an outline of the work in this Department in Drawing.

I.—THE ELEMENTS OF FORM.

Freehand outlines from the "flat": examples of regular and irregular figures, plane and curved.

1. Geometrical and conventional forms.
2. Ornaments.
3. Foliage.
4. Animal forms.
5. Human figures.
   (*a*)—Parts.
   (*b*)—Full figure.

II.—PROPORTION.

Freehand outline from the "round."

1. Geometrical solids and vases.
2. Plaster casts of Geometrical figures.
3.—Plant forms from nature.

III.—LIGHT AND SHADE.

1. Drawing and shading from geometrical models and vases.
   (*a*)—With pencil, charcoal, or stump and sauce.
   (*b*)—With brush and India Ink, neutral tint, or sepia.
   (*c*)—With crayon point.
2. Drawing and shading from plaster casts, leaves, fruit, flowers; details of architectural ornament. conventionalized leaves.
3. From groups composed of flowers, fruit, drapery, bric-a-brac, etc.
4. From casts of hands arms, feet, faces; from casts of antique busts.
5. Studies in red chalk, charcoal, stump or brush, from prints, photographs, etc.

Two New Lectures.

Eli F. Brown offers two very important lectures for the season. One of these is entitled "Other Worlds than Ours," and is illustrated by a score or more of most interesting photo-telescopic views from the largest telescopes in the world. The other lecture is entitled "Border Life during the Rebellion." This lecture is of striking interest, presenting his own personal reminiscences of the Rebellion, together with descriptions of canpaigns and battle scenes of thrilling character. The Indianapolis daily *Journal* says: "Mr. Brown presents matter of the deepest interest in the most attractive manner." Persons wishing to secure Mr. Brown for one or both of these discourses should address him at Indianapolis for time and terms.

To visit H. B. Bryant's Chicago Business College is to make up one's mind that it is the model practical school of the country. It has a suit of 22 rooms, and a large corps of instructors.

The World's Exposition at New Orleans promises to be the most extensive and in many respect the most interesting and instructive of anything of the kind ever held in this country. Why not organize an excursion at cheap rates so the teachers can attend during the holiday season? If some experienced excursionist will come to the front we will second the motion.

Professor Dr. Edwin S. Lewis, of Indianapolis, has been chosen to fill the chair of Chemistry and Mineralogy made vacant by the death of Prof. H. R. Thomson. Dr. Lewis was at one time connected with Wabash as a student, going from here to Amherst College and graduating there. He has been for twelve years a Professor of Chemistry and Physics in the American College at Beirut, Syria, is a thorough educator and scholar, and will fill the chair in a very acceptable manner.

The Indiana Educational Exhibit at New Orleans.

We printed in full recently the circular issued by the Department of Public Instruction to the city and county superintendents concerning this exhibit, for the reason that all the teachers should read this circular to know what is required of the superintendents in order to put themselves thoroughly in sympathy with the movement. We believe in the old adage "whatever is worth doing at all is worth doing well," and certainly this will apply to the contemplated exhibit at New Orleans—Indiana teachers only need to be informed as to what is required of them and why it is required, and it will be forth-coming. In another column we publish an extensive notice of the magnitude of the preparations and plans that are being matured for this World's Exposition. No doubt hundreds of Indiana teachers will want to attend.

Alaska's Great Glacier.

Alaska's magnificent glacier drags slowly on its dreary way at the probable rate of a quarter of a mile a year. At the face or front it presents a perpendicular wall of ice 500 feet thick, and varies from three to ten miles in width, extending back to the north probably 150 miles. Hundreds of tons of ice are falling off the face of this great glacier every few minutes into the bay, splashing the water more than fifty feet high and rolling up waves that toss the ships about like small toy boats. The appearance of the ice, the most pure in the world, is dazzling to the eye, all the tints of blue from the most delicate to the deepest indigo, being represented. The top surface abounds with little hillocks and miniature mountains of ice. Great areas of earth, gravel and large rocks, the size of a house, are carried on the top of these ice fields from place to place, as this great field, more than a thousand feet deep of solid ice, moves toward the sea.

Education in Sweden.

At a meeting of the association of Swedish normas school teachers, held the past summer at Stockholm, the following question was discussed: Is it time to ntroduce industrial teaching into our normal schools? As the result of the discussion a resolution was adopted recommending the introduction of industrial teaching into four normal schools, and suggesting the following three reasons for going no further at present: (1) The considerable expense attending the establishment of such instruction; (2) the fact that such instruction is as yet in its experimental stage and its success problematical; (3) the uncertainty whether the present popular interest in industrial teaching will prove more than a passing fashion. The above extract from the *Deutsche Schulzeitung* for September 18, probably shows the real attitude of the most thoughtful educators of Sweden towards the question now so much agitated in this country, of industrial education. American teachers may well copy the caution and reserve of their Swedish contemporaries. Whatever good may come from the present willingness to experiment in industrial teaching, is likely to be jeoparded by the hasty assumption that it is to be the cure of all social evils.

Correspondence.

Wayne County Notes.

Earlham College received a short visit on the 23rd from Superintendent Holcombe.

County Superintendent Macpherson, and the Township Trustees visited A. H. Andewrs & Co., of Chicago, last week.

State Superintendent Holcombe delivered his lecture on "Early American Literature" Thursday evening, October 13, at the Richmond Normal School building. He had a good audience of attentive listeners who very much enjoyed the lecture.

The Richmond City Schools are running smoothly under the superintendence of Prof. Study. The Normal School is flourishing with the best enrollment it ever had. The present term closes Nov. 7, and the next opens Nov. 10.

DeKalb County.

The DeKalb County Institute met at Auburn last week with a full attendance. Mr. Merica, County Superintendent, is now serving his second year and is meeting with success. DeKalb County has four chief towns with a live man at the head of the schools in each. Three of these men, M. W. Harrison of Auburn, B. B. Harrison of Waterloo and T. J. Sanders of Butler. were present at the Institute and rendered valuable service. B. B. Harrison's admirable paper on "Mental Science" has been promised us and will appear in the WEEKLY soon. The "outside" instructors were C. E. Kircher, of Angola, Miss Carrie B. Sharp, of Ft. Wayne, D. M. Fisk, of Hillsdale, Mich., and others. The Reading Circle was organized by the appointment of a manager for each township and each town. Superintendent Merica is taking the matter in hand and by giving it his personal attention promises to secure the entire corps of teachers as members. With strong workers at all the important points DeKalb County is in good condition educationally.

State Board Questions for October.

Theory of Teaching.

1. How should the seats be arranged in relation to the light in the school room?
2. Why should windows be opened from the top rather than from the bottom to receive ventilation ?
3. Distinguish between voluntary and involuntary attention. What is the difference in their educational value?
4. Show that the ideal school must teach and practice the laws of health.
5. Why is it important that a spirit of kindness and good nature shall prevail in the school in order to secure the best results in learning?

Orthography.

1. What is the distinction between a vowel and a consonant Write all the vowels. 2 pts., 6, 4.
2. What is phonetic spelling? What is orthographic spelling? 2 pts., 5, 5.
3. Under what law is *y* changed into *ies* in spelling the plural of lady?
4. Discuss the advantages of written recitations in spelling, as compared with oral.
5. What is the distinction between a letter and an elementary sound?
6. Spell ten words dictated by the Superintendent. 10 pts., 5 each.

Penmanship.

1. Name the three simple movements in writing?
2. Describe the fore-arm movement.
3. Describe, briefly, your plan of teaching penmanship.
4. Write the small letters in which the second principle (—) occurs.
5. Write the small letters in which the fifth principle (—) occurs.

NOTE.—Your writing in answering the above questions will be marked as a specimen of your penmanship, from 0 to 50 according to merit.

Physiology.

1. What is the relation of anatomy to physiology?
2. State the difference between walking, running and leaping.
3. What is digestion?
4. What are the principal ingredients of food?
5. Name the qualities of healthful diet.
6. What is the effect of cooking upon food?
7. Describe the heart, with diagram.
8. *a*) May the body be kept too clean? *b*) Why? a—3, b—7.
9. State the constitution of nerve matter.
10. What is absorption?

Reading.

1 Give what you consider the best method of teaching to children the meaning of words.

2 Describe the best position of the head, body and book, in reading.

3. What is the difference between accent and emphasis? 10.
4. What is the distinction between pitch and force? Between force and rate? 2 pts. 5 each.
5. What is a good method of conducting the recitation of a Fourth Reader class? 10.
6. Read a paragraph of prose and a stanza of poetry selected by the Superintendent. 2 pts. 25 each.

Grammar.

1. What kinds of predicates may a sentence have? State and illustrate how each may be modified.
2. Write two sentences that are interrogative in form and declarative in meaning. For what purpose are such sentences used?
3. Analyze the following sentence: "I shall certainly be at the train in time."
4. Write a list of ten conjunctions that may be used to show the relation between members of a compound sentence. Indicate by a single word the character of the relation shown by each.
5. Write sentences illustrating four uses of the substantive clause. Designate.
6. In what respect is the infinitive like the verb? How does it differ from it?
7. Particles may take the modifiers appropriate to what other parts of speech? Illustrate.
8. Correct the errors in the following and give reasons:
   - *a.* Webster and Worcester's Dictionary.
   - *b.* I went to Mr. Smith's, my old teacher's home.
   - *c.* This is somebody's else work.
9. What is it to decline a pronoun? Decline *I*, *myself*.
10. Correct the errors in the following and give reasons:
    - *a.* I speak to whomever speaks to me.
    - *b.* I speak to whomever I know.
    - *c.* I give to whomever comes.

Arithimetic.

1. Define the terms interest, amount, principal, usury, discount. 5 points, 2 each.
2. What is ratio? A couplet? Simple proportion? Compound proportion? When are four numbers in proportion? 5, 2 each.
3. A man gave to his daughter $\frac{5}{11}$ of his property, and his son $\frac{6}{11}$ of it, which was $890 more than the daughter received. What was the share of each? Proc. 5, ans. 2.
4. Will it increase or diminish the value of the fraction $\frac{15}{48}$ if 6 be added to the numerator and 5 be subtracted from the denominator? How much? 5, 5.
5. A receives $650 for the rent of a house, which is 12½% of his income, and his income is 62½% of B's income. What is the income of each? 5, 5.
6. For what sum must a note be drawn at 4 mo. 21 da., at 7% so that when discounted at a bank, the proceeds may be $1944?
7. The capital of two partners is proportional to 4 and 3; their profits are $100,000, and their expenses $2300. What is each partner's share of the net profits? 5, 5.
8. What is the distance between the opposite corners of a rectangular field, the sides of which are 69 and 92 rods respectively? Proc. 6, ans. 4.
9. What is the cube root of 69934528?
10. $\frac{2}{3}$=? Express the answer decimally. Four places.

U. S. History.

1. How did the settlement of Pennsylvania differ from that of other colonies? In what did it agree? 5, 5.
2. The Pilgrim Fathers claimed to come to this country for the right of conscience: How can this be reconciled with their persecution of Quakers and others? 10.
3. What was the general cause of the French and Indian Wars?
4. What connection can be traced between the Mechlenburg Declaration and the Declaration of Independence? 10.
5. Why did the repeal by Parliament of many of its obnoxious acts against the colonies fail to remove the opposition of the latter and prevent war? 10.
6. In the Constitutional Convention what colony was represented by a single delegate? What one was unrepresented? 5, 5.
7. What great lesson in Political Economy was taught by the panics of 1837 and 1857? 10
8. Name three important events in Buchanan's administration that led to the Civil War?
9. What effect did the Civil War have in the western part of Virginia? Who were successful in the battles fought in this part of the State during the first year of the war? 5, 5.
10. Who first declared slaves "contraband of war?" On what claim of the South was this declaration righteously based? What was the practical result of this declaration? 3, 3, 4.

Geography.

1. What is the distance of the Polar Circles from the poles, and why are they placed at this distance?
2. Define commerce. State what kinds of commerce are carried on in the world, and give illustrations of each kind.
3. What large cities in Europe are in nearly the same latitude as New York city?
4. What is the difference in climate between New York and these European cities? What is the reason of this difference?
5. Describe the great natural regions of the United States.
6. What are the chief exports of the Amazon valley?
7. What is the commercial metropolis of South America?
8. Name the five largest islands of the Mediterranean Sea.
9. What seas border on Russia?

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FROM
Indianapolis to the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis.......... arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

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MRS. L. F. BROCKWAY,
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PAN-HANDLE ROUTE.

Time Table of Through and Local Trains
Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Contr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
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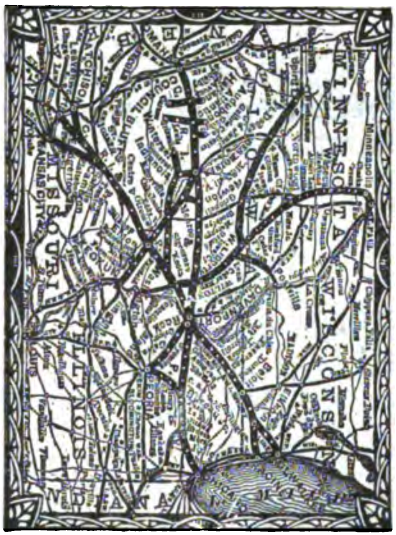

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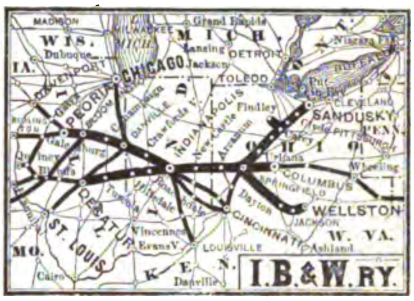

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Louisville	Lv	7.00 "	......
North Vernon	Lv	9.20 "	......
Rushville	Lv	11.25 "	......
Connersville	Lv	10.10 "	......
Cambridge	Lv	10.47 "	......
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.30 "
Hartford	Lv	1 54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.13 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	......
Connersville	Ar	3.52 "	......
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	......
Louisville	Ar	8.00 "	......
Greensburg	Ar	5.15 "	......
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Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, NOVEMBER 15, 1884. No. 18

Current Events.

Grandmother Garfield, mother of the late President, is reported to be seriously ill.

The Cabinet met at the White House Tuesday for the first time in several months.

The President has appointed Gov. Schuyler Crosby, of Montana, First Assistant Postmaster-General.

Issue of silver and gold for the week ended November 8, $306,996; corresponding period last year, $511,000.

The Secretary of the Treasury will make a call for ten million three per cent bonds, to mature December 15.

The rumor that Gen. Sheridan has been ordered to New York for duty is emphatically denied by the Secretary of War.

Rev. Lemuel Moss, D. D., president of the Indiana State University, has placed his resignation in the hands of the board of trustees. His resignation was accepted, and the board elected Elijah Ballentine to fill the position of president until a successor to Dr. Moss shall be chosen.

The Plenary Council of the Catholic Church assembled on Monday at Baltimore at the Seminary of St. Sulpice for the transaction of business. All the members were present. A number of sujects were presented. The only absent prelate was Bishop Twigg, of Pittsburg. The three Canadian bishops and Osouf, Vicar Apostolic of Northern Japan, while not taking part in the deliberations, were assigned by courtesy to the privilege of seats at all sessions.

The annual report of Hon. Walter Evans, Commissioner of Internal Revenue, for the fiscal year ended June 30, 1884, has been submitted to the Secretary of the Treasury. The total receipts from all sources of internal revenue taxation for the year are $121,590,039, as compared with $144,553,344 for the year 1883, $146,523,273 for the year 1882, and $135,229,912 for the year 1881. It is estimated that $115,000,000 will be collected during the present fiscal year.

Foreign.

The fall of Khartoum and the death of General Gordon are rumored.

President Grevy has published a decree stating that the Universal Exhibition in Paris will open May 5, 1889.

The English House of Commons has passed the Franchise Bill without amendment. The result was greeted with cheers.

Cholera is spreading rapidly in Paris and is creating some excitement. All adjacent countries have quarantined against France.

A measure is to be presented to the Austrian Reichrath which if adopted, will result in the resumption of gold payments in that country.

Tokio and Yokohama were visited by a severe earthquake October 15, the heaviest experienced since February 22, 1880, but the damage was comparatively slight. It lasted two minutes and was quickly followed by several minor shocks.

Bismarck will open the Congo Conference Saturday in the hall of the palace, where the Berlin Conference was held six years ago. Henry M. Stanley is coming to the conference on invitation of Court Von Holzfeld, formerly Minister of Foreign Affairs.

All the law students but six of the Laval University have been publicly expelled for refusing to submit to regulations. The regulations forbid the students to attend any political meeting, go to a theater or be a member of any literary or debating society, and exact that they produce a certificate of having made "confession" at least once every three months. The trouble promises to be serious and is likely to result in the reopening of the Laval-Victoria question

Liberte says Premier Ferry announced to the Tonquin Committee that the Cabinet Council Saturday agreed to forego the demand of indemnity from China, and preliminary peace negotiations with China have been almost concluded. The Paris Gaulois states that all military and naval operations in China and Tonquin will be suspended during the progress of mediatory negotiations. Admiral Courbet and General DeLisle, however, will be instructed to maintain an offensive position.

Pedagogics.

Let that which is to be Done, be Learned by the Doing.

MISS EMMA JONES.

This thought was given utterance to as an afterthought by Comenius, about the middle of the 16th century.

Knowing the author of a subject so fruitful, my first inclination was to turn to the cyclopedia and learn something of the man.

John Amos Comenius was born the last of the 16th century, of Moravian parents. About 1630 he was for a few years Bishop of the Moravian Church, Poland. Having always been interested in schools, in 1614 he was invited to England to assist in reforming the system of public instruction. Comenius also published several works on education, which gave entirely new plans and methods for instructing the child. In 1658 he published the "Visible World," the first picture book ever printed for children. Comenius was a very thorough and widely known educator of his time. He evidently understood it was the province of the teacher to instruct, not by precept, but by example.

The teacher teaches, the pupil learns, but not by sitting still with idle hand and brain, while the teacher solves the problem, writes the sentence, or answers the question. If the teacher do the thinking, the child will never become an independent thinker—he will always need suggestions or stepping stones thrown in his path—even then with all the assistance from all resources, his thoughts and works will have a crippled, limping appearance. It is very much easier, it is a saving of time, for the teacher to do the thinking, but nevertheless, it is wrong, for by so doing she is with holding brain growth and knowledge, which should become a part of his being.

It is the teachers' duty to use every available means, to teach a child to *do* his own *doing*, to *think* his own *thinking*. This the pupil must be made to do, or his mental existence will be a failure.

A man might stand by a building and watch the workmen, until all the bricks be laid and the structure completed, but he will not have mastered the art of bricklaying, until he has held the trowel, spread the mortar and laid the brick for himself—not until his own hands are hardened and roughened, by actual contact with the work, will he have made himself master of the art. So with the child; he knows well that which he has learned by actual experience. He will not only place a greater value on that which he has learned by doing the work for himself, but he will be more interested in the work and it will be more promptly and thoroughly learned.

If a child is learning to read, let him master the pronunciation of each word for himself. This will be readily done, first, by having him familiar with the sounds of each letter, especially the vowels. Then have him divide the word into its syllables, pronouncing each separately, then join them together to make his word. The teacher will probably experience some trouble in this, at first. Having already become familiar with the vowels and their sounds, tell him that each syllable is a little word, which belongs to another little word, and together, they make a larger word; that a word usually has as many syllables, as there are vowels in the word. After a few efforts and failures, he will be able to divide most words into syllables. If one word is more difficult than another, let him write and rewrite, spell and spell again, until it becomes firmly fixed in his mind.

It may be argued, all this takes time; true it does, but what of that? He is learning for himself, that which will be his through life, while probably, one day would erase the memory of the word repeated after the teacher. However little he may accomplish, have that little well done. Never allow an error to be repeated, but correct immediately. Ordinarily the child will more easily imbibe the incorrect, than the correct. It is said, that if a child never heard an incorrect expression, he would always talk correctly.

We disagree with our Third Reader lessons, "How to Read," when attempting to teach the accents of syllables, it gives first the correct pronunciation, "pen'cil." This method bears almost an antediluvian date and should not be unearthed in this age of progress. Giving the two methods, will surely confuse some mind, who will have it firmly impressed "pencil". The correct learning is only by the correct doing. The oftener a pupil does a thing correctly, the more surely he will have made that thing his own by repeatedly doing; he not only learns to do for himself, but his doing becomes a part of himself. If he is studying Grammar, teach him to analyze the sentence, by finding the use of each word, why it is there, its relation to the other words with which it is used, its value in the clause and sentence, and so until each word has been disposed of.

If the little fellow is trying to get that perplexing subject, numbers, into the little brain, begin with the simplest number, 1. Almost any little tot, knows from babyhood, when he has one apple, one orange, or one nut. The perplexity comes, when combinding that one with another one. How many has he? We will generally say, "one here and one here," or one and another one." Show him that one and one more, when put together, make two, then one and one are two. Have him change his objects until there is no hesitation then proceed to the next number. To be able to really know and understand that one book and one book are two books, the pupil must handle and count for himself. You might spend hours in telling him one and one are two, but if he had never seen one and one placed together, he would be as likely to think it made fifty as two. He must certainly see and handle for himself, if he have a thorough comprehension of the subject under consideration.

It is the duty of the teacher to suggest the method, to guide and direct the effort, to guard against wrong ideas, wrong methods, wrong information taking root in the restless, active brain of the knowledge seeking pupil. But the child must learn to do by doing for himself.

Practical Lessons.

United States History in its Relation to European History.—III.

C. Causes of Emigration and Colonization.

II. Major Cause—Persecution
  (a) Bigotry of the Church.
  (b) Results of Reformation.

(1) Persecution of Puritans—their flight to New England and subsequent influence upon America. (2) Persecution of Calvinists (see note)—Result to America of terrible persecution of Huguenots in France—Emigration from Holland, Scotland, etc.

Last week we considered the main cause of the emigration to America, *persecution*. Passing from the general to the particular, we have now to investigate the effect of this cause upon the various religious sects which the Reformation created and in turn their individual influence upon American institutions.

Leaving out of consideration the minor sects thus formed we shall only deal with four whose influence upon America was most marked, namely, the Puritans, the Calvinists,* the Catholics and the Quakers.

The Puritans were the outgrowth of the Reformation in England. It was contrary to English liberty to submit to arbitrary suppression of freedom of conscience without a conflict. But this was what the Churchmen desired and this is what the Puritans, as they were called in contempt, resisted. The story of their persecution by English ecclesiastics is well known. Their refuge was the common asylum for the oppressed, and in 1621 the first New England Colony was planted by a little band of Pilgrims, driven thither from their homes for the sole purpose of worshiping God according to the dictates of their own conscience. A few years later, a favorable charter was granted, the concession of which seemed to the Puritans "like a summons from heaven inviting them to America." "The principle and foundation of this charter of Massachusetts" afterwards wrote Charles II, "was the freedom of liberty of conscience." Bancroft says, "The English government did not foresee how wide a departure from English usages would grow out of the emigrations of Puritans to America, but as conformity was not required of the new commonwealth, the character of the times was a guaranty that the immense majority of emigrants would be fugitives who scrupled compliance with the common prayer. The prelatical party had no motive to emigrate. It was Puritanism almost alone that would pass over."

So the Reformation creating dissension in England and that persecution, gave the people a *desire* to emigrate; a timely consession of Charles I. gave them the *opportunity* of going and a pledge of safety on the other side. Thus did the English Reformation give birth to the New England colonies. The fact that New England was colonized by the Puritans is of the greatest importance in American history for two reasons; first, that the Puritans up to 1830 were the parents of one-third of the whole white population of the United States, and second, that their principles, their ideas, their spirit, their activity, thrift and intelligence, their hardihood and their courage became the main stay of the people of the colonies during the great crisis of the Revolution and have transmitted themselves in a great measure to the people of the present day. "The issue of Puritanism was popular sovereignity," and it cannot be denied that it has given America the foundation of liberty.

Let us now give our attention to the effect upon the colonies of the second sect mentioned, of the stern creed of Calvin which wherever it has prevailed, in Genoa, Holland, Scotland, Puritan England, New England, has spread intelligence, severity of morals, love of freedom, and courage.

John Calvin, by birth a Frenchman, was to France the apostle of the Reformation; but his faith had been feared as the creed of Republicanism, his party had been pursued as the sect of the rebellion, and it was only by the force of arms that the Huguenots had obtained a conditional toleration. Even the Edict of Nantes placed their security not on the acknowledgement of the permanent principle of legislative justice, but on a compromise between contending parties. It was but a confirmation of privileges which had been extorted from the predecessors of Henry IV. And yet it was the harbinger of religious peace; so long as the Edict of Nantes was honestly respected, the Huguenots of Languedoc were as tranquil as the Lutherans of Alsace. But their tranquility invited from their enemies a revival of their attacks; no longer a powerful faction, they were oppressed with rigor; having ceased to be feared, they were exposed to persecution.

History can scarcely find a parallel to the outrageous cruelties inflicted upon these people. Persecutions grew from bad to worse, the Edict of Nantes was formally revoked and thousands of blood-thirsty soldiery let loose upon the defenseless people. The rack, the wheel, the gibbet, the stake were in constant use. Ingenuity was taxed to invent more barbarous cruelties. Emigration was begun, but a law was passed making it a felony. Amid such cruelties, in which ten thousand are said to have perished, naught could restrain the people. Notwithstanding contrary laws five hundred thousand of the people escaped and found homes in England, Germany and America. New England, New York and South Carolina gladly welcomed the fugitives and to the Huguenots the latter is especially indebted.

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* Note. Calvinism bears to Puritanism the relation of the whole to a part. Our division, which regards the two as wholly distinct, though scarcely allowable under ordinary circumstances is here made necessary by the fact that (1) owing to the vast importance of Puritanism to America, it could be considered to the greatest advantage alone, and (2) having considered it alone we have no general name by which to distinguish the other divisions of Calvinism which we wish to consider collectively. Hence we use the word Calvinists in a sense which does not include Puritans. It will refer in most cases probably to the Huguenots, but that term, for some of our general statements, would appear too limited.

The most terrible persecution which befell Calvinists, it is true, occurred in France, and from that country probably came the greater number of emigrants; but others suffered elsewhere and Holland, Scotland and many other countries became the scenes of persecution from which a large number of Calvinists escaped to America. The principle which the creed of Calvin bequeathed to us was its foundation stone, "A religion without a prelate, a government without a king."

(To be Continued.)

Current Science.

A Church Built From a Single Tree.

A redwood tree, cut in this county, furnished all the timber for the Baptist church in Santa Rosa, one of the largest church edifices in the country. The interior of the building is finished in wood, there being no plastered walls

Sixty thousand shingles were made from the tree after enough was taken for the church. Another redwood tree, cut hear Murphy's Mill, in this county, about ten years ago, furnished shingles that required the constant labor of two industrious men for two years before the tree was used up. The above statements are vouched for as true by Supervisor T. J. Proctor.—*Santa Rosa* (*Cal.*) *Republican*.

A New Anæsthetic.

A new and what promises to be a most important discovery to the medical profession was recently made through pure accident by a German student, who had occasion to experiment with hydrochlorate of cocaine. Getting some by accident in his eye, he was amazed to find that it caused the surface to become insensible to all feeling. A few days since this anæsthetic was tried by a prominent oculist of. this city, who had occasion to perform an operation for the removal of a cataract from a woman's eye, and with the greatest success.

Her eyelids were held wide open, and four drops of the liquid were cautiously dropped upon the surface of the eyes. It produced a slight anæsthetic effect upon the external coating. After an interval of five minutes four drops more were applied, which caused the insensible condition to extend deeper, and after waiting another five minutes four drops more were used. After the last application had done its work, the sensation of the eyes was tested and they were found to be so entirely anæsthetized that the very severe and otherwise painful operation was performed without the slightest pain to the patient. Hydrochlorate of cocaine is the active principle of cocoa, and cannot be had in this country as yet.

An anæsthetic that would render a particular part of the human body without sensation, and avoid the necessity of using chloroform or ether, has long been sought, and this new discovery will be thoroughly tested and experimented with, in the hope that it may be found to have an effect upon other portions of the body than the eye.

The Value of Vaccination.

That there are still intelligent people who oppose vaccination, and strive to make it appear that it is not only useless but injurious, need surprise no one acquainted with the vagaries of the human mind. For such persons, testimony is of no avail. They are not capable of seeing the conclusions of a logical train of reasoning. Facts to them are inferior in power to prejudices.

Yet there are facts which now and then are brought to one's notice, so startling in their native hideousness that it seems wrong to pass them over in silence. If it is only as a matter of medical statistics, we must print a reference to a letter from Dr. Neve, of the Mission Hospital in Cashmere, which has appeared in the *Civil and Military Gazette of Lahore*: "Thanks to the exertions of the English authorities, vaccination has been carried to some extent in that portion of India ruled by us; but in Cashmere the state of things in an entirely unprotected country was to be seen." Dr. Neve says it would be nearer the truth to say that the population is annihilated than to say that it is decimated by the scourge of smallpox. Smallpox is epidemic in every village and town of Cashmere. "I recently obtained from all my hospital staff a statement of all the mortality of smallpox among their immediate relatives. They represent twenty-five families, and in these 190 members were born, of whom exactly 100 died of smallpox. Two or three children have not yet been attacked; all others have had the disease." Thus, of these 190 persons, at least 95 per cent. had been attacked by smallpox, and of those 65 per cent. succumbed. "There is not much room for hoping," Dr. Neve says, "that these figures indicate any very unusual rate of mortality, and, of course, the evils inflicted are lifelong in many who survive the attack."

Such is the condition of things in a country where vaccination is not practiced, and such it was here before the discovery of Jenner. So it would be again were the crazy notions of anti-vaccinationists to prevail —which, however, we do not greatly fear. The world may be old, but it is not senile.—*Med. and Surg. Reporter*

Selections.

Primary Teaching in New Haven, Conn.

Regarding the present status of primary teaching in New Haven it may be said than our best teachers have pretty thoroughly revised the order of ideas held in the earlier days of the graded system. Instead of restraint, the first thing sought for is naturalness and freedom. In the place of that unnatural barrier of silence, once so often erected between teachers and pupils, the conversational element is cultivated with assiduous care; the little ones are encouraged to talk freely about everything in which they are interested, —for how else can the teacher know them, and show herself their friend except by the freest interchange of feeling?—until they talk as freely and consciously as they breathe. Sitting in position for long periods is dispensed with, and standing, or even moving from one's seat, is not so serious an offence as to call for reprimand. Instead of long, lifeless lessons in reading, spelling and counting, we have brief, well-prepared exercises given with vivacity, and continued only so long as the interest of the class is retained. Pictures and toys, which are the birth-right of all well-bred children, and which always brighten the eyes and gladden the heart of the less fortunate, are heartily welcomed, and are made efficient aids to the teaching. Every beautiful or interesting thing which the teacher can furnish, or which the pupils can contribute, is added to the collection of objects about which the children are led, by appropriate steps, to read and write, and which are used in developing ideas of number. Slate and pencil find almost constant use in writing and drawing. There is no hum-drum, but always cheerful activity. The teacher carries repose on her countenance, for she knows just what she is going to do next. The standard of teaching is not *how much*, but *how well*. *—S. T. Dutton, Supt. of Schools, New Haven, Conn.*

The Art of Seeing.

In everyday life it is much more important to be an accurate observer than a mere book learner. I have frequently seen the latter made to blush for her deficiencies by the most unlearned, says a correspondent in an English contemporary, for in a contest between eyes and no eyes, eyes have generally got the best of it. Nature has given us such an inexhaustible store of interest that those who go through life without "seeing" lose much of the zest of it. The savage, who necessarily depends upon his keen eye and quick ear, cultivates those faculties in an extraordinary degree; for does he not see indications and hear sounds which to an unpracticed observer would be utterly unintelligible? So also will persons who live near the heart of nature. The English shepherd, while perhaps ignorant of the very formation of the alphabet, stores up a fund of interesting knowledge, derived entirely from observation.

He can give you simple, interesting astronomical facts which might astonish a scientist, as well as trustworthy information on natural history and even botany. His pursuits lead him to study nature in all its varied phases; it is in this way that he can tell you that the arrival of the swallow may be expected on the 11th of April, and not later than the 14th. He will tell you the best time for noticing the flight of birds, and that nearly every bird has a different manner of flying, and that each has wings adapted to its different habits, for instance, those like the swallow, who catch their food while in the air, have long, pointed wings, while rounded, short wings are only for birds who have slow and short flight. He will also tell you how the tiny pimpernel warns him to house his lambs by closing tightly its petals on the slightest indication of rain; and thousands of other simple facts which to a student of nature are most interesting.

Thus, one may possess everything in the way of scholarship, but if he or she have that alone, those who are unlearned but observing will often make them feel very small. I would, therefore, urge my readers to cultivate the art of seeing or observing; there is nothing like seeing things for ourselves. Our ideas become fresher, more natural, and more in unison with latter day tastes when they are formed from observation. Nature's book is the one wherein we find the richest, the most varied, and the most inexhaustible subjects for thought. Whole pages of lessons may be learned from the very stones we walk on, and the most insignificant of God's creation possesses an interest unknown to those who go through life without "seeing." *—Scientific American.*

Calvin Moon, County Superintendent of St. Joseph County sends us a manual of the district schools of over 90 pages, from which we clip the following:

St. Joseph County Teachers' Library Association.

This newly organized association is the result of a resolution adopted at a meeting of the County Board of Education, August 2d, 1884, which provided that each member of the Board should appoint one teacher from his school corporation to meet with the County Superintendent for the purpose of organizing a Teachers' Library Association. A meeting of the delegates was held at the high-school building, South Bend, August, 23, but the attendance was small, there being less than one-half the delegates present. Owing to the slim attendance, it was thought best to appoint a committee to prepare a constitution and by-laws for the association, to be referred to the County Board of Education, Sept. 1, 1884. The report of this committee was accordingly submitted to the Board. The Board acted upon it so far as is related to the appointment of Directors, and referred the entire report to the following teachers, whom they appointed as a Board of Directors: Olive, Wm. B. Jaquays; Warren, Fanny Marble; German, F. E. Lambert; Clay, L. S. Fickencher; Harris, Simon Witwer; Penn, William Bixler; Portage, Eva Whitmer; Center, Allie Slough; Greene, Martha A. McClellen; Union, George F. Harbaugh; Liberty, James M. Reece; Madison, J. H. Bair; Lincoln, L. P. Hardy; Mishawaka, Elias Boltz; Walkerton, C. A. Byres; South Bend, Chas. H. Bartlett; New Carlisle, J. M. Goss.

The Board of Directors met Sept. 6. and after adopting a constitution and by-laws and library rules, elected the following offices: President, Charles H. Bartlett; Vice-President, Elias Boltz; Secretary, F. Eddy Lambert; Treasurer and Librarian, Calvin Moon. Charles H. Bartlett, Elias Boltz and Allie Slough were elected members of the Library Committee.

MEMBERSHIP.

Article VIII. of the constitution provides that "All persons of the county paying the examination fee and all teachers and pupils of the public school of the county paying a fee of fifty cents. shall, for one year thereafter, be members of the Association. All members of the County Board of Education shall be honorary members of the Association."

There is $150 in the Treasurer's hands for the purchase of books and library case, and it is safe to say that the library will be opened by the first of December. The books will be kept at the County Superintendent's office during the present school year.

Educational Weekly.

DEVOTED TO THE INTERESTS OF

SCHOOLS AND SCHOOL TEACHERS.

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REMOVED TO GREENCASTLE.

After a residence of 14 years in Indianapolis, the editor of the WEEKLY has removed his family to Greencastle, where the "latch-string" is already on the outside of our new home on Seminary Street. Come and see us.

POLITICAL CAMPAIGNS.

Every teacher in the land will rejoice that the fierce and noisy campaign is over. In times of such strife it is a common complaint among business men that trade is dull, and that business practically comes to a stand-still. So it is in our schools, they are fearfully demoralized. Children become noisy, careless about their lessons and exceedingly difficult to manage. Besides the campaign through which we have just passed in its very nature can have nothing but a demoralizing tendency upon the rising generation. We are glad it is over.

CITY SUPERINTENDENTS' MEETING.

A meeting of superintendents of graded schools of eastern Indiana and western Ohio, has been called at Winchester, Dec. 5th and 6th. The following topics will be informally discussed.

1. How can a superintendent best spend his time and energies.
2. School appliances.
3. Best methods and aids to teaching language and primary numbers.
4. Supplementary reading.
5. Recess or no recess.
6. Relation of superintendent to teachers.
7. How to conduct teachers' meetings.
8. Oral or written examinations.

We like the idea of informal discussions and believe much good will come of this meeting. There is no one class of educators able to wield an influence more potent for the advancement of education in general than the superintendents of graded schools. From the names appended to the call a profitable meeting is already assured.

ATTENTION.

This is a very significant word, and its importance might be more fully considered by teachers. Military officers comprehend its full import, and they know full well that success is utterly impossible without it. In witnessing a military drill recently on the beautiful grounds of De Pauw University, that which most impressed us was the close *attention* and precise movements on the part of the young men in the ranks. The chief charm is in the exact execution of all orders. Every eye fixed upon the officer in command, every ear ready to catch the orders, every foot ready for the required movement at the proper time, is characteristic of a military drill. If one or two out of a hundred, on account of inattention should blunder, it would greatly detract from the general character and appearance of the drill. Our purpose is to apply this word *attention*, with all its military force, to the school. Pupils should be trained to attention, so that when the teacher issues an order, or makes a remark, every ear will be open to receive it; and every mind ready for implicit obedience to what may be required, or to grasp any thought that may be expressed. In many schools we find almost a perfect want of attention. While the teacher is speaking, we find some are whispering, some looking out of the windows and others gazing listlessly about the room.

Now, how shall the teacher secure this desired attention? He must let it be known at the outset (not by saying it, but by causing the pupils to feel it) that no lesson will be heard, no remarks made, unless there is strict attention on the part of all the pupils. (In another column we print an excellent article on whispering in school, which should be read in connection with this). The teacher must cause all to *feel* that *attention* is indispensable, and that without it there can be no recitation, no progress. It is the teacher's duty to make his orders plain,—it is the pupil's duty to listen and regard. If the pupil knows that he may, at any time, ask for a repetition of an order or direction, he will feel no inducement to pay attention to its first promulgation, and this is precisely the difference between ordinary school and military discipline. *Attention* saves time, it makes mutual growth possible, it secures positive results, it opens the way to the formation of correct habits of thought and study, it is the beginning of the development of manly characteristics, it is the essence of good behavior, it is the sum total of school discipline.

It is the place to begin, if you would banish the three great evils to be found in school life, deception, profanity, vulgarity. To check these vicious habits lies somewhat in the power of the teacher, and to accomplish it would call down upon the heads of the teachers, not maledictions, but the blessing of all parents who love their children. Deception was born in the home of inattention: carelessness is the mother of profanity: while vulgarity has its origin in cant and hypocrisy.

Very conscientious teachers in some ways often promote deception. One way is by their careless use of the self reporting system. Nothing but absolute attention to the development of personal responsibility on the part of the pupil will prevent the development of deception where temptations are heedlessly multiplied. To illustrate, the ambition of children for high marks or rank is aroused. Many children feel the spur of ambition as easily as they would the prick of a needle. Their marks depend on deportment, recitations and punctuality. Who is to decide what marks they shall have? A cool, impartial judge, unconcerned, having no interest in the result, not tempted? Just the opposite to all this. The child thinks he punishes himself by reporting truthfully his mistakes in recitations and his errors in deportment; he does this not half so much, then, as when he lies by consciously falsifying in his reports. Now, can you make him feel this, fully? There all the matter lies, as in a nut shell. The moral sense must be quickened and kept alive, if you use this system, else its results will be direful. So, also, will they be, if the teacher is not careful to note the conduct and recitations of his pupils through the day, to see if any are just beginning to fall from their integrity.

The eyes and ears of a faithful teacher, ever open for what is good and what is bad in the conduct of pupils under such fearful temptations alone can permit the conception of the most disintegrating of vices. The moment attention steps out, deception steps in at the other door. It is born in the house of inattention.

Again, when a pupil is trained to give his attention to whatever he may be doing, the occasion for the use of profane language at once and forever disappears. Among boys and girls carefully brought up and comparatively pure, there is no more dangerous element than that of the habitual use of indecent language. The good of the ninety-nine demands that the hundredth should be set aside, not to be abandoned as a cast away, but to be educated in a different school.

Apply the military rule with all that is implied in the word attention to our schools in a general way and we shall have power to conquer the other vices as well as to secure mental discipline of real value.

MR. HOLCOMBE'S SUCCESS.

Hon. John W. Holcombe is re-elected State Superintendent of Public Instruction. The school interests of the State will be all the better subserved without change of administration. Mr. Holcombe entered upon the duties of his office two years ago, being at that time the youngest man ever elected to the high office of State Superintendent of Public Instruction in this State, if not in any State. When Mr. Holcombe was first nominated by the Democratic party, his chief competitor before the convention was Ex-Superintendent James H. Smart. By his personal energy and skill in manipulating the convention so as to secure a majority of the votes,—for Mr. Holcombe entered the contest single handed and alone, comparatively unknown to the politicians of the State,—he gave evidence of more than ordinary ability in the management of men. It is also a matter of history that when the announcement of the nomination of Mr. Holcombe for State Superintendent of Public Instruction was made known, some of the older educators in the State denounced the action of the convention in the severest terms, mainly on the grounds of inexperience in educational affairs and his youthfulness, while others who knew Mr. Holcombe, as a thorough classical graduate of Harvard University, and who had more faith in thorough education without experience, than in any amount of experience without education, predicted success in the event of Mr. Holcombe's election. It is mainly worthy of note in the administration of the duties of the office of State Superintendent of Public Instruction, that a general principle has been well illustrated in Mr. Holcombe's success. No superintendent in one term's service, while Indiana has been exceedingly fortunate in securing uniformly efficient men for this high trust, has done more for the schools than has Mr. Holcombe. The higher education to which allusion has already been made lifts Mr. Holcombe above "ducational. Hobbies" or "pet schemes" which have in view the partial side of education. He handles the entire subject of State education as one whole, each part to itself contributing to the general good. The district schools receive full and careful attention by him as the basis of our State system of schools in all respects closely linked to the city graded schools and all pursuing a similar graded course of study, graduation in each to the high school and from the high school to the university being subject to the same examinations. We congratulate Mr. Holcombe on his re-election, and we congratulate the people who are more interested in the success of their schools than in the success of any local political issue that no change in the administration of school affairs is necessary at the present time.

B. W. Evermann, Supt. of Carroll county has issued one of the best Public School Manuals we have seen. It begins with a tabulated statement of the Indiana school system, following this is a chronological table showing when duties of school officers must be performed and a synopsis of the school laws. The uniform course of study adopted by the Indiana county superintendents' association, is printed in full.

The pamphlet contains many valuable suggestions and among them the following sensible words about

HEAT AND VENTILATION.

1. It is utterly impossible to teach a successful school in a poorly warmed and ill-ventilated house. Pure air and comfort are necessary to the proper application of the mind on the part of the pupils. Listlessness, peevishness, idleness and mischief as frequently result from impure air as from a bad disposition. Foul air irritates the body and stupefies the mind certainly and quickly. A ventilating apparatus constructed in a country school house would pay for itself in less than a week in the increased efficiency of the school. But a more important consideration is that good ventilation is essential to the preservation of the health of the children. A great deal of sickness among children may be traced directly to badly warmed and ventilated school rooms.

2. According to the most competent authority, air that contains 3½ per cent. of carbonic acid is unfit for respiration. Air that has been once breathed contains 8½ per cent. of carbonic acid. In a school room thirty by thirty-six, by twelve feet, forty children will render the atmosphere utterly unfit for use in thirty minutes. If a child can sit in the foul air of an unventilated school room, six hours a day, for five days in the week, and for six months in the year, without becoming nervous and irritable for a good share of the rest of his natural life, he must possess an uncommonly strong constitution.

MORE SCHOOL REVENUE IN SIGHT.

In examining the records in the land department Auditor of State Rice some time ago discovered that the United States government, through mistake, had sold considerable land under the pre-emption act which, under the swamp land act of 1850, belonged to the State, and as the result of a careful research of the records, it has been found that there are over 40-000 acres of swamp land that have been sold by the government upon which the State is entitled to indemnity. The investigation has not been completed yet, however, and the clerk of the land department believes that it will be found that fully 60,000 or 75,000 acres belonging to the State have been sold since 1850 through mistake. The amount of indemnity to which the State is entitled is about $1.25 per acre, and it will probably aggregate something near $100,000, all of which will go to the school fund. The discovery is a very important one to the state.

A large area of territory along the course of the Kankakee river, over which the sluggish stream at one time spread, has been claimed by the government as river or lake beds. The water has receded from thousands of acres of this land, and the Auditor will make an effort to secure it to the State as swamp land. A test case on an old lake bed of seventy-five acres in La Porte county has recently been decided in favor of the State, and was sold by the Auditor as swamp land. There are over a hundred thousand acres in the marshy region of the northern part of the State, now held by the government as lake and river beds, which the Auditor will claim for the State, and the decision in the test case is a pretty good assurance that the claim will be sustained. It will then be appraised, under the requirements of the swamp-land act, and will be sold. The proceeds will swell the State school revenue to an enormous fund, and the State is several hundreds of thousands of dollars richer than has been supposed.—*Indianapolis Journal*

Educational Miscellany.

Whispering in School.

MRS. E. K. CRAWFORD, IN OHIO EDUCATIONAL MONTHLY.

The habit of whispering among school children has its foundation in the social faculties, and proceeds from the natural desire of the human heart for companionship. This desire, abstractly considered, is right and proper, but its manifestation at unsuitable times and in unsuitable places is highly improper. Have you not all been annoyed at concerts, lectures, and other entertainments in which you anticipated much pleasure, by the whispering or talking of selfish people who did not care to listen themselves and would not allow others the privilege? Even the subduing influences of the Sabbath and the sanctuary are not sufficient to restrain the unruly tongue of some who would rather gratify their inclination to prattle than to listen to the words of eternal life.

This is all wrong. No person has any right to trespass on the rights of others, and on this principle no child has any right to whisper in school. Those children that do whisper waste not only their own time but the time of others; they not only neglect their own work but distract the attention of others from the legitimate business of the schoolroom. Whispering tends towards disorder and confusion, and these interfere with study, and if allowed sufficient headway prohibit it.

If just one child has a right to whisper, all have the same right. If a child has a right to whisper just once, he has a right to whisper fifty times, or as often as he pleases, and the same right belongs to all. It is not necessary to use many words to show that this unlimited freedom cannot be allowed, and the conclusion must follow that none of it can be indulged in without infringing the rights of some one.

There is still another objection to whispering,—it allows those pupils, who are naturally dependent, or who are too lazy to do their own thinking, to lean upon the more self-reliant or industrious one. Sometimes children get the idea that whispering about lessons is quite proper, and a privilege which should be granted them, but the consequences of granting such privilege to any considerable extent are usually disastrous.

Several years ago my school was so full at one time that two boys occupied chairs at the table in the recitation room. They were allowed to whisper about lessons at times when there was no class in the room. Both recited well, and did good class work, but when the final examinations came, the average standing of one was nearly a hundred, and that of the other between thirty and forty. One had done the thinking, and the other had borrowed. Being quick to pick up the results of other people's work he had made a good show, but when thrown upon his own powers he failed inevitably.

That circumstance taught me a lesson that I have never forgotten. We, as teachers, should protect the dependent, and befriend the indolent by putting wholesale help out of their reach, and compelling them to do their own thinking. We disarm ourselves of our most effective weapon for this work if we permit communication among our pupils, and the plain conclusion is that it is best to discourage it.

There are almost as many ways of dealing with whispering as there are teachers, for as no two persons are just alike, no two will treat a given subject in exactly the same manner. These shades of difference, however, may be grouped into a few general classes.

Many teachers adopt a system of rewards, giving credits for refraining from whispering, and perhaps offering prizes. Others attach penalties and inflict punishments more or less severe upon those who indulge in the habit. Still others combine the two methods. All these are open to the same objection ; being self-reporting they tempt children whose moral natures are weak to falsify, either to gain rewards or escape punishment, or both. Some teachers depend largely upon cultivating a sentiment against whispering, showing their pupils how it is injurious and endeavoring to enlist their services to help put it out. Circumstances have much to do with the effectiveness of this method. In graded schools where children are trained from the very beginning, by one plan or another, not to whisper, and where teachers hold their positions for a year at least, and sometimes for several years, a great deal can be accomplished in this way. Country teachers have less to encourage them to try it, for often they remain but one term in a place, and it seems to take the whole time to make a beginning. One objection to this method is its slowness, and any teacher who adopts it must supplement its work by wise and skillful management of special cases, and many original devices for getting hold of children in the best manner.

I doubt whether whispering can be entirely eradicated from schools by any means.

A well-known and successful teacher and superintendent makes the statement that he taught two years during one part of his experience with no whispering, absolutely not one case. I believe that he believes this, but I believe also that in doing so he believes something which is not true.

What ever course we pursue in the management of whispering or any other evil we should bear in mind that training and developing the moral nature of our pupils is an important part of our work. We should carefully avoid tempting them to lie or deceive or make promises under pressure which they will be apt to break when the pressure is removed. We should put tempation out of their way as far as possible, and encourage them to speak and act the truth by making it easy for them to do so. We should be in hearty sympathy with them and try to understand their temptations and weaknesses.

We should look upon them not as so many little imps, provided expressly to rasp our nerves, wear out our patience, and drive us to desperation; but as many immortal spirits to be trained for usefulness in this world, and happiness in the next. They may be thoughtless—admonish them; or vexatious,—reprove them; or vicious,—punish them; but the admonition should be given affectionately, the reproof kindly, and the punishment not vindictively, but in a spirit of sober determination to conquer the offender in the interests of law and order, and for the sake of the greatest good to the greatest number, himself included.

We should try to make our pupils look upon us not as their natural enemies seeking every opportunity to curtail their privileges and make them miserable, but as their warm friends wishing and working for the best interests of every one of them.

When a teacher has gained this position in the esteem of children, they themselves will solve the problem of whispering, and no doubt this is the best solution of all. The best government among children as well as grown people, is self-government, and when scholars arrive at that point where they will refrain from whispering or any other wrong thing, of their own free will, because it is right to do so, and their teacher wishes it, they have mastered a situation which is beyond the reach of many men and women.

Facts, Figures and Personals.

Home and School is the name of a new educational paper published at Owensboro, Ky. W. A. Hester, an alumnus of DePauw University is editor-in-chief.

Supt. W. H. Elson, Parke county, writes: "The Reading Circle is now lively. Am sending orders for books almost every day. About 60 per cent of my teachers are taking the course of reading. More to follow. They are just now getting awake to its great benefits."

Eli F. Brown has assumed the management of the the Central Lyceum Bureau with head-quarters at this city. Some of the most attractive lyceum entertainments are under this management. The attention of lecture course associations and managers is called to "Zekle's Wife," by Mrs. Amy Talbott Dunn, "Public Reading and Song," by Miss Minnie Gage, Reader, and Miss Jessie Whitridge, Soloist, and "Other Worlds than Ours," by the manager. These entertainments are of the highest order of merit, and have received the richest commendations from critics. For terms and time address Central Lyceum Bureau, 74 Vance Block, Indianapolis, Ind.

Answers to State Board Questions

Theory of Teaching.

1. The seats should be so arranged and the windows so darkened that no pupil would face the light. The light should come from above and from the left.

2. To receive ventilation, windows should be opened at the top that the current of air may not be received by any one.

3. Voluntary attention is the concentration of the thoughts upon a certain phenomenon, by an act of the will. Involuntary attention is spontaneous notice induced by the attractiveness of the object without a special act of the will.

   Voluntary attention is much more valuable, as involuntary attention is fickle in action, depending largely upon the attractiveness of the object inducing it.

4. The ideal school works with a vigor, and activity, and a willingness born only of a vigorous and active circulation. This can be obtained only by following the laws of health.

5. A spirit of kindness and good nature in the school room is as necessary as oil in machinery, and relatively, effects the same object. It prevents friction, and secures smoothness, and quietness of action. Also, in both cases, a much larger amount of work is accomplished than otherwise would be.

Orthography.

1. A vowel is a character representing an unobstructed vocal sound.

   A consonant is a character representing a sound in which the vocalization is partly or wholly obstructed.

   The characters a, e, i, o, u, are vowels; w and y when equivalent to u and i are vowels.

2. Phonetic spelling is giving in order of occurrence the sounds composing the word.

   Orthographic spelling is giving in order of occurrence, the names of the letters composing the word.

3. If a noun ends in y, preceded by a consonant, in spelling the plural of the noun, the ys is changed to ies.

4. Written recitations in spelling are better than oral because our pupils are then spelling as they will when they leave school. Oral spelling is useful only in the drill it affords in pronunciation.

5. A letter is the representative of one or more elementary sounds. We have 26 letters; yet there are 42 elementary sounds. A letter is merely the symbol or character of a sound made by the vocal organs.

Penmanship.

1. Finger movement, fore-arm movement, and whole-arm movement.

2. In the fore-arm movement, the arm rests on the muscles just below the elbow; the forearm and hand are moved back and forth, obliquely and laterally, producing a rolling or vibrating motion.

3. 1st, by means of ruled slates, beginning with the simplest marks and characters.

   2nd, by means of tracing copy-books.

   3rd, by means of the single printed copy. At all times, care is taken in regard to position. In the upper grades movement exercises are practiced regularly.

4. The second principle (the right curve) occurs in all the small letters.

5. The fifth principle (the capital O) does not occur in the small letters.

Grammar.

1. A predicate may consist—

   (a) of a *single verb*; as, He often *reads* to his pupils, that they may become interested in literature. (This predicate is modified by a word, a phrase, and a clause.)

   (b) of *two verbs*; as, He *has read*.

   (c) of a *verb* and a *complement*; as, We *are* good *friends*—The apple *is* very *sweet*. (Note how each may be modified). The complement may be a word, a phrase, or a clause; as,

   (a) He is an honest *man*.

   (b) He is *without money*.

   (c) The fact is, *I am late*.

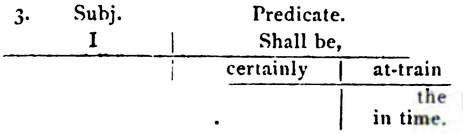
2. Two sentences interrogative in form but declarative in meaning are—

   (a) Can John catch the ball? (Uttered as though the speaker were suprised that any one should think that John could not.)

   (b) "Did I say better?" (Cassius to Brutus.)

   Such sentences are used to indicate surprise, or to reproach the person spoken to.

3.



   NOTE. Here, *will* is preferable to *shall*.

4. And, moreover (copulative); but, notwithstanding, (*adversative*); or, nor, (*alternative*;) accordingly consequently, hence, therefore, (*illative*.)

5. Subj.—*That he is honest* is true.

   Pred. nom.—The report is, *that he is honest*.

   Object.—I believe *that he is honest*.

   Appos.—The report *that he is honest* is true.

   Indep. nom. —*That he is honest* being known, he will get employment.

6. The infinitive and the verb may both take the same modifications. The verb asserts something of a subject, the infinitive does not.

7. A *particle* (in gram.) is a word that is never inflected: as, a preposition, a conjunction, or an interjection.

   A preposition may take the modification of an adverb; as, The sword hangs *exactly over* his head.

   A pure conjunction or interjection never takes any modification. A conjunctive adverb may be modified by an adverb; as, He passed *just as* the train came.

8. (a) Webster's and Worcester's Dictionary.

   (Separate authorship requires two apostrophes.)

   (b) I went to the home of Mr. Smith, my old teacher. (The prepositional form of denoting posession is here more appropriate, as it makes a smoother sentence.)

   (c) This is somebody else's work. (The sign of posession should be as close as possible to the word modified.) Or, This is the work of somebody else, (avoiding a too frequent recurrence of the sound of s.

9. To decline a pronoun is to go through the process of forming the different cases and numbers.

		Sing.	*Plu.*	*Sing.*	*Plu*
(a)	Nom.	I.	we.	myself.	ourselves.
(b)	Pos.	my·	our.	———	———
(c)	Obj.	me.	us.	myself.	ourselves.

10. (a) I speak to whomsoever speaks to me.

    (The subject of *speaks* must have the nominative form. The object of *to* is *the person* understood.)

    (b) I speak to whoever I know.

    (This is correct as the object of know must have the objective form.)

    (c) I give it to whoever comes.

    (The subject of *comes* must have the nominative form. The object of *to* is *the person* understood.)

Geography.

1. 23½ degrees; because, on the same day that the most northern points are reached at which rays of the sun are ever vertical, the points beyond the north pole to which rays of the sun reach are just 23½ *degrees* from the pole.

2. Commerce is exchange of commodities; it may be between two countries (*foreign,*) or between two portions of the same country (*domestic.*)

Shipping machinery to South America and bringing back hides, fine woods, coffee, etc., is *foreign* commerce. Shipping boots and shoes, wagons and plows, to New Orleans and bringing back sugar and cotton is *domestic* commerce.

3. Madrid, Rome, Naples and Constantinople.

4. The climate of N. Y. is colder than that of these European cities. The warm currents of air from the Sahara, and the warming influence of the Mediterranean are the causes. On the other hand, our Atlantic coast is cooled by waters from the north.

5. (a) The Appalachian Mountain System, with the Atlantic Coast Plain. The Mountain System consists of parallel ridges with long and fertile valleys between. (b) The Miss. Valley extends north and south between the Appalachian and Rocky Mountain System. It is a low fertile plain sloping from each side towards the Miss. River. (c) We find the Cordilleras in the western part, the most important chains of which are the Rocky Mountains, the Sierra Nevada, and the Cascade.

6. Hides, India Rubber, Cabinet Woods, Dye woods, and Ciuchona Bark.

7. Rio Janeiro.

8. Sicily, Sardinia, Corsica, Cyprus, and Candia.

9. White Sea, Baltic Sea, Black Sea, Caspian Sea, Sea of Azof.

10. In Asia, the British possess Hindostan, most of the western coasts of Indo-China, part of the west coast of the Malay peninsula, and the island and city of Singapore. The exports of British India are cotton, rice, sugar, opium, indigo, jute, and spices.

U. S. History.

1. (a) In the settlement of Pa., Penn purchased the ground of the Indians and lived at peace with them. (b) This settlement agreed with *some* of the other colonies in freedom of religion and form of government.

2. The Pilgrim Fathers came to this country to establish a religious commonwealth rather than a civil one.

Their own dangers and sufferings from persecution made them bitterly revengeful against anything that might affect the faith of the people. In fighting what seemed to them to be heresy, they believed themselves to be justified. Besides, the Quaker denied all legal authority and were very bitter in their denunciations of ministers and magistrates.

4. The Mecklenberg Declaration was the germ of the general Declaration that occured 13 mo. after. Both contained essentially the same spirited sentiments.

5. Because Parliament tried to put in force just enough of those obnoxious acts to carry out their alleged right to do so; yet, little as Parliament tried to enforce, it was enough to violate the *principle* for which the colonies were contending.

6. (a) New York (Alex. Hamilton;) (b) Rhode Island.

7. We learned that the credit system is, for the most part, an evil; that a speculative spirit does not belong to sound business; and that opportunities for fraud should be carefully avoided.

8. The Dred Scott Decision; The John Brown Insurrection; The Secession of South Carolina.

9. The Civil War in western Virginia effected its separation from the rest, and its organization into a separate state. In West Virginia, during the first year of the war, the Federals were successful in several small battles (Phillipi, Romney, Rich Mt.; etc.)

10. (a) Gen. Ben. Butler; (b) The claim that slaves were property; (c) The practical result was the capturing of many slaves by the Federals, thus weakening the South.

Arithmetic.

1. Interest is money paid for the use of money. Amount is the sum of the principal and interest. Principal is the sum loaned, on which the interest is calculated. Usury is unlawful interest. Discount is an allowance made for the payment of money before it is due; or, the amount the market value is below the par value.

2. The ratio of two numbers is the quotient obtained from dividing the first by the second. A couplet is the two terms of the ratio taken together. A simple proportion is the equality of two simple ratios. A compound proportion is the equality of two ratios, either or both of which must be compound. Four numbers are in proportion when the product of the extremes equals the product of the means.

3. $\frac{6}{11}$ p.—$\frac{5}{11}$ p.=$\frac{1}{11}$ p.=\$890; then, $\frac{6}{11}$ p.=\$5340, and $\frac{5}{11}$ p.=\$4450.

4. It will be increased by $\frac{[illegible]}{2156}$.

5. 12½ per cent.=⅛=\$650; $\frac{8}{8}$=\$5200, A's income; 62½%=$\frac{5}{8}$; \$5200 is $\frac{5}{8}$ B's income; ⅛=\$7040; $\frac{8}{8}$, or B's income=\$8320.

6. \$1×$\frac{7}{100}$×$\frac{144}{360}$=\$$\frac{7}{250}$, b. d. of \$1; \$1—\$$\frac{7}{250}$=\$$\frac{243}{250}$, proceeds of \$1; \$1944÷\$$\frac{243}{250}$=2000; hence, the note must be drawn \$2000.

7. \$10,000—\$2300=\$7700; 4+3=7; hence, one share is $\frac{4}{7}$×\$7700=\$4400; and the other ones share is $\frac{3}{7}$×\$7700=\$3300.

8. $69^2+92^2=13225$; $\sqrt{13225}=115$.

9. The cube root of 69,934,528 is 412.

10. ⅔=666,666,66+; the square root of this decimal is .8164+.

Physiology.

1. Anatomy, treats of the form, position, and structure of the organs. When these points are fully understood, then the use, or function, of the organs can be properly studied and comprehended. Physiology proper, treats of the uses or functions of the organs.

2. Walking is an exercise suitable for all having that power. Running and leaping are too violent except for the young, and with them these forms of exercise may be indulged in to an extent that is injurious. Moderate running is valuable even to grown persons. Leaping is of little value to health, and the consequent jars and strains received by the limbs and joints are injurious.

3. Digestion is the process by which food is transformed into a nutritive fluid mass capable of being absorbed.

4. The principal ingredients of food are sugar, fat, albumen, starch, fibrin, casein, gluten, gelaton, musculin.

5. The qualities of a healthful diet are pureness, freshness, variety, digestibility, and adaptibility to season, climate, and age; also, a proper amount and proper cooking are points to be considered in a healthful diet.

The effect of cooking upon food is to render it more palatable and digestible.

7. The heart is a hollow, conical muscular organ situated a little to the left of the center of the chest, and is divided into four cavities :—two upper, right aurical and left aurical; and two lower, right ventricle and left ventricle. The heart is enclosed in a thin membrane called the pericardium.

8. Specially speaking, the body may be kept too clean; the external epithelial cells may, by the frequency of rubbing, be removed so rapidly that the portion of the skin just below them will not be properly protected.

9. In 100 parts of nerve matter, we have

Water	80	parts.
Albumen	7	"
Fatty acids	5	"
Phosphates (lime and magnesia)	5	"
Ozmazome	3	"

10. Absorption is that process by which digested and other materials are taken into the blood.

Reading.

1. The best method of teaching the meaning of words to children is objectively, or by illustration with a simple story of some kind. To give an abstract description or explanation will fall short of the result desired. In reading, the body (including the head) should be erect. The book should be held in the left hand; the distance of the book from the eyes should be 12 or 14 inches, and the top of the book should be on a level with the chin.

.3 Accent and emphasis both relate to force of expression. Accent in force applied to a particular syllable; emphasis is force applied to a particular word or phrase.

4. Force has reference to the quantity of voice, and pitch to the degree to which it is raised, while rate refers to the rapidity of movement; or, respectively they have reference to degree in quantity, degree in scale of height, and degree in movement.

5. After a pupil reads a paragraph, call upon him, or some other members of the class, to give as nearly as possible what is stated in that paragraph. After the usual reading, criticising, and questioning, then other work may be done—such as naming the nouns in the lesson, or the adjectives, etc.,—or the words of two syllables, or those of three syllables, etc. Concert reading should be used, yet used but sparingly.

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Indianapolis to the west.

January 1884.	"No. 5" Mall.	"No. 1" Express	"No. 7" Express.
Indianapolis..... lve.	† 7.15 a.m	°11.55 a.m	°10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute...... lve.	10.07 "	2.10 "	1.17 a.m
Effingham.......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis.......... arr.	5.00 p.m	7.30 p.m	7.30 a.m

° Daily. † Daily, except Sundays.

☞ DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

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Corrected to Feb. 17*th*, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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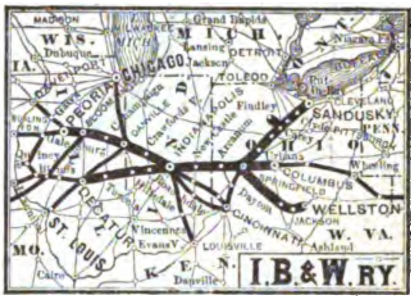

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STATIONS.		No. 2.	No. 4.
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Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. n.	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	. ...
Cincinnati	Ar	7.10 p.m.	....

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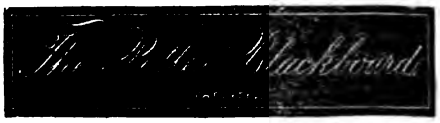

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Educational Weekly.

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VOL. III INDIANAPOLIS, INDIANA, NOVEMBER 22, 1884. No. 19

Current Events.

Hon. Joseph E. Brown is re-elected senator from Georgia.

The White House is being rejuvenated in the most elaborate manner.

Minister Morton has returned to Paris and Gen. Lew Wallace to Constantinople.

Secretary McCulloch says he does not deem it expedient to call any more bonds at present.

It is estimated that payments from the Treasury for the present month, on account of pensions, will amount to $13, 000, 000.

The department of State has directed the United States consul generals at London and Paris to appoint medical examiners to inspect all vessels leaving English and French ports for this country, with a view to preventing the introduction of cholera.

President-elect Cleveland reiterates his intention of closely adhering to the civil service law. He will resign his office of Governor about January 1, which will give two months in which to consider the organization of the cabinet and kindred matters.

An effort will likely be made by some members of Congress this winter to have a bill passed granting medals to the survivors of the Greely arctic party and their rescuers, and pensions to those dependent upon the ones who perished. Lieutenant Greely will probably be given a position that he can fill at some station in this country. His health will never be fully restored. The gallant John W. Danenhower, of the Jeannette party, is a professor in the Annapolis Naval Academy. Greely may be given a similar position. Danenhower's qualifications especially fit him for the place he has.

Foreign.

The municipal council of Paris has passed a resolution renewing the tax on bread.

The committee of the French chamber of deputies has decided in favor of the abalition of life senatorship.

Cholera in Paris continues, but owing to recent heavy frosts, reports are more favorable

The Congo conference was formally opened at Berlin, and Prince Bismarck elected president.

It is estimated that the Nile expedition under General Wolseley will cost England $70, 000, 000.

The Tonquin committee of the chamber of deputies favors sending reinforcements to the French army in Tonquin.

The tariff committee of the chamber of deputies, by a vote of six to five, has approved the principle of increasing import duties on corn and flour.

The conservative members of parliament held a meeting, and after some discussion decided to accept the proposals of the government. They will agree to pass the franchise bill provided the government immediately produces the redistribution bill, which is satisfactory to both parties.

SOCIALISM IN GERMANY.

Since the Reichstag elections in Germany it has been ascertained that no less than 650,000 ballots were cast for the Socialist candidates. This remarkably large vote for a party which is not only in the opposition, but which has hitherto been supposed to number only a handful of malicious malcontents in each town, has set the government thinking. The Imperial Chancellery soon after the election ordered a close analysis of the vote, with a view of learning the character of the large number of electors who evidently voted with the Socialists this year for the first time. The result of this injury is said by the government officials to show that the bulk of the new recruits to Socialism are moderate men, who will be satisfied with the redress of the more crying evils which have resulted from a too zealous enforcement of repressive laws. The opening of the new Reichstag is eagerly awaited. There is great curiosity and no little anxiety as to the effect of the large leaven of Socialism in that body, which at best has not been always tractable. Prince Bismarck hopes to be able to nullify the successes of the Socialists by preventing unity of action on the part of their deputies. It is said that a split is already menaced among the Socialists, and that many of them are willing to support the government in return for some moderate concessions which the government is willing to make.

Pedagogics.

Pedagogics.

BY J. H. MARTIN.

In forming a graded course of study, there are certain fundamental principles to be recognized: first, because they form the basis of true teaching; and second, because they determine not only the nature and order of studies, but the manner of their presentation.

Of such principles we mention the following:

I. The ends to be attained in behalf of the child through the agency of the school are two fold: (1) the development of power, and (2) the acquisition of knowledge.

II. The laws governing the growth and development of the mind, are as distinct and well defined as those regulating the body.

III. There are various stages of mental development, and upon these depend, in a large degree, the kind to be presented, and also, the manner of its presentation.

IV. Each branch of study has its purpose and limits, and should be so taught as to yield to the pupil the culture, discipline, and power peculiar to it.

V. The order in which the different studies should be pursued, depends upon their relation (1) to each other, and (2) to the laws of mental growth.

These principles deserve the special attention of the teacher. Having to operate upon mind, it is necessary that the teacher know something of the nature of the mind, and the laws which govern, it as that the physician understand the structure of the body, the functions of its organs, and the laws regulating their health and development. Hence a brief discussion of these important principles cannot be out of place in this connection.

Principle I.—If this principle be true, the first and leading object of education is the development of power; the acquisition of knowledge.

In our desire to secure practical results, however, we often lose sight of the first object, and conclude that our exclusive business, as teachers, is to impart practical knowledge. In other words, to train our pupils so that, when they go from our schools they will be prepared for all kinds of work, whether of hand or head. This is a mistake. It is no more the function of the *common* public school to make practical druggists, carpenters, or blacksmiths, than to make preachers, doctors or lawyers.

True, the training of the school should be such as will enable them to become better artisans than they would be without it. Indeed it should be such as to strengthen them for all the practical duties of life. To develop such power is the highest function of the school—power to think right thoughts, to perform right acts, and to become good, intelligent, law-abiding citizens.

Principle.—II The mind like the body has its laws of growth and development. The value of this vital principle, cannot be over-estimated by the teacher. He must know something of the pupils' minds: and when and how they are best cultivated. Otherwise, he must grope in the dark, not knowing whether the mental food he is preparing will suit the mental stomach of the pupil or not—whether it will produce intellectual strength or weakness—promote or retard mental growth.

The mind like the body should have all its faculties cultivated in harmony. It too often happens, however, especially with young and inexperienced teachers, that memory only, is appealed to. This is done through a mistaken notion that the pupil should repeat the words of the text-book, and his ability to give definitions, rules, etc., with accuracy is taken for knowledge, when, perhaps, he has not grasped the meaning at all. This is known in teaching as the "cramming process." It is but a show of knowledge; and however gratifying to the teacher and to the unintelligent observer, its influence is pernicious in the extreme, and its injury to the mind almost incalculable. Care should be taken, then, to cultivate all the mental faculties, and in the order too, of their development and relative activity; viz., perception, memory, imagination, and reasoning. This is Nature's order; and the teacher who would avail himself of the momentum of Nature must observe the same order.

Principle III.—There are many different mental states which blend into each other, but for all practical purposes, either in formulating, or applying a course of study, it is sufficient to recognize three stages of intellectual development.

1. The First, or Perceptive Stage.—In this stage, the faculties most active are perception, memory, and imagination. The mental activities especially prominent in the child on entering school, however, are sensation, attention, and perception. These three constitute the mind's perceptive power, and should be the first to receive special training.

At this period, the child is unable to formulate thought or derive benefit from a formal statement of technical definitions, principles and rules. Hence, while some appeal should be made to the reasoning powers, it should be but little, and that in the simplest form. The process of instruction must be *perceptive*; and the studies, such as appeal to the eye, the ear and the hand, because such studies best suit the mental powers most active at this time, and, also, furnish the materials necessary to the exercise of the higher intellectual powers at a later period.

(1) Sensation.—Sensation is the impression made by an object on the organs of sense. It, therefore, furnishes the materials upon which the first mental operations are performed. The organs of sense thus become the avenues through which the child receives his first knowledge of things around him. And since the perfection of this knowledge depends upon the accuracy with which these senses perform their functions, it will be seen, that their early and proper training becomes a matter of the utmost importance. Indeed, without such training in precision and skill, a

other mental operations must be imperfect. Unless there be accurate sense-impressions, there can be no clear perceptions; and if the perceptions are imperfect, the conception, judgments, and reasoning must be correspondingly defective.

For instance, the child that is blind, or sees even imperfectly, cannot form correct judgments concerning objects of sight. The same is true of all other judgments which are based on imperfect sense impressions—they must be defective.

To train the senses, then, to the necessary degree of skill and accuracy, first, let the child's mind be treated from the beginning as an active agent, capable of acquiring an experience of its own, and of applying that experience to useful ends; and not simply as a passive recipient into which knowledge may be poured, as the quack doctor pours sickening nostrums into the stomach of his unfortunate patient. Second, let the child be brought into closest contact with nature, in all her departments—animal, vegetable, and mineral, that he may hear, see and handle the things about which he is to study. The real object should be preferred to any picture; and yet a picture which appeals to the eye, is far better than a verbal description addressed to the ear. Let the freest use possible be made of objects and pictures that the child may be permitted to observe and handle the object of his study.

The neglect of such training in the primary schools of the past has been the chief source of their weakness, and is a point to which our efforts at improvement must still be directed.

Children enter school athirst for knowledge; and greatly need the guidance of an earnest, intelligent teacher, who, instead of repressing, will stimulate and feed their mental activities by leading them through natural methods of instruction—observation and experiment—to grasp the truth for themselves.

(2) Attention.—Attention may be defined as the mind's power to concentrate itself upon sensations, as they are carried to the brain from the various organs of sense. The nature of attention and the importance of its cultivation will be discussed, however, in connection with memory.

(3) Perception.—By the term perception is meant the mind's power to acquire knowledge through the senses. But in speaking of these different powers or faculties of the mind, we must not infer that the mind is made up of distinct parts, each charged with a special function. On the contrary, the mind is a unit—a single agent—and these terms are used simply to designate its different modes of activity. The mind, as a whole, perceives, remembers, reasons, etc.

Acting upon the sensation, supplied through the senses, the mind becomes cognizant of it as proceeding from some cause outside of itself.

But this sense-perception would last only so long as the object perceived remained present, were it not for the mind's power to retain the perceptions formed, and to recall them when needed. Thus they may become the subjects of independent mental faculties, called the representative powers. Among these we have:

(4) Memory.—Memory is the mind's power to retain and recall what it has already learned.

The abuse to which this faculty has been subjected, in cramming the minds of pupils with mere technicalities, conveying to them no intelligent ideas, has not only aroused a just prejudice against such methods, but has driven some teachers to the extreme of neglecting this power almost entirely.

Memory, being among the most important faculties, is certainly entitled to its share of culture, since without it, mental growth or advancement in knowledge would be impossible. It is subject to the same laws as other faculties; it is strengthened by use, weakened by disuse, and impaired by improper, or excessive exercise.

The power of the mind to retain knowledge depends upon the clearness of the perception and upon the relation of the perceptions to one another. The clearness of the perceptions depends first, upon the acuteness of the senses; and second, upon close and interested attention. Hence, the following rules for training memory:

a. Cultivate first, the senses; second, close and interested attention, that the perception may be clear, accurate and complete.

b. Present knowledge in its natural or logical relations, to secure proper dependence of the truths to be remembered.

c. As no truth is clear to the mind until it can be expressed in intelligent language, cultivate the pupil's power of expression.

d. Cultivate in the pupil the habit of associating each new truth with some interesting fact previously learned.

e. Recall impressions frequently, and look at them until they become familiar. In other words, review often.

f. Furnish judicious exercise for memory.

These rules are so intimately connected with mental growth and the acquisition of knowledge, as to entitle them to special consideration here.

(to be continued.)

Educational Miscellany.

A Chapter of Natural History.

SELDOM'S PEAKS, Nov. 15, 1884.

Mr. Editor:

Jean Paul Richter, discussing of sheep, says: "If you hold a stick before the belled leader of the flock so that he, by necessity, leaps in passing you, and then withdraw your stick, his followers will nevertheless all leap as he did; and the thousandth sheep will be found impetuously vaulting over air, as the first did over an impassable barrier." I know this to be as true of Indiana sheep as of the German sheep to which Jean Paul thus alludes; for, when a boy on my fathers' farm, I frequently tried the experiment, and it never failed. I have been told that this ovine habit of blindly following and imitating a leader was acquired by our wooly friends through long and patient observation of the habit of human beings, and especially school-teachers. This explanation of the matter reflects no discredit upon the teaching fraternity, while it speaks volumes for the sagacity of the sheep.

About thirty years ago, if I remember rightly, some experimenter—not Zerah Colburn—held up to the view of the pedagogical flock an object labelled "Mental Arithmetic." The leaders of this flock eyed this obstacle—or whatever else it might be—not at all sheepishly, but with undisguised admiration. "Eureka!" cried they. "Here is the great elixir of wisdom, hidden for so many ages,—the grandest discovery of the century! Mental arithmetic will speedily revolutionize the whole science and system of education. With its aid, every school-boy may rival Sir Isaac Newton; and every school-girl may become a feminine edition of Euclid." And they vaulted in the air; and all their followers likewise vaulted; and forthwith every school house in America resounded with multitudinous "therefores" and "hences" and "consequentlys." But, instead of Sir Isaac Newtons and Euclids, the product was sometimes parrots and sometimes machines with cranks.

Not long after this, the great leaders of educational reform discovered something to admire. They called it Object Teaching. "Ah!" said they; "here is something new,—something entirely unknown to the ancients. Our educational methods will now be entirely revolutionized. By the teaching of object-lessons it will require but a few centuries of evolution and common-school instruction to change man into a creature as full of eyes as the four beasts described in the Apocalypse, and as wise as wisdom itself." And they vaulted in the air; and their followers likewise vaulted; and every school-boy was forthwith taught to say of a piece of chalk that it is white, opaque, friable, brittle, frangible, porous, non-combustible, ponderable. But the processes of evolution are like the mills of the gods; and the eyes of the object-taught school boy are not yet appreciably sharper or more numerous than those of his father who was born, unfortunately, a half century too early.

Another object, that about this time, tickled the fancy of those in the van of the pedagogical flock, was "Spelling Reform." "We may have been mistaken before," said they, "but we know we have found it this time! Nine tenths of all our time in school has hitherto been wasted in teaching children to spell. Adopt this method, and the English-speaking world will be revolutionized. Nine years of every child's school-life will be saved; nine-tenths of all the printer's ink now used, will be diverted into more profitable channels; spelling and writing will become accomplishments as easy and and natural as walking and talking." And they vaulted in the air; and their followers likewise vaulted; and had it not been for the innate common-sense of the old-fashioned children and their old-fashioned parents, no English book would have known itself to-day.

Soon after this, the great leaders of educational reform encountered a cloud of dust which had been stirred up by the foot of some youthful experimenter, and they paused, regarding it with unfeigned delight. "Eureka!" they cried again. "The new education! We cannot tell just what lies under that cloud of dust: but there must be something there, and the possibilities are limitless. We are on the eve of a great discovery. It has been reserved for our eyes to see that which has been hidden from all other wise men." And they vaulted very high; and some—not all—of their followers vaulted even higher; and every one began to discuss the "Quincy" method, and the "natural" methods, and the "learning by doing" method. But the dust has not yet settled, and we are still on the eve of a great discovery. The latest thing thrust in front of the pedagogical flock is in the shape of a dry branch labelled "Mental Science," or "Psychology," or, as some are pleased to call it, "Philosophy." The first of the flock leaped very high indeed, when he came in contact with this branch; and those who saw him careening in mid air said that he reached a point but little lower than that attained by the great German philosopher, and that John Stuart Mill and Sir William Hamilton and Herbert Spencer had fallen short of the mark he had made. At once, all the other leaders were agog with admiration. "Let us study phylosophy!" cried they. "Psychology is the *open sesame* which educators have vainly sought through all ages. The teacher must understand the science of the mind; otherwise, how shall he be able to deal with minds? How strange that we never thought of it before! This is the thing that is bound to revolutionize the whole system of education. Let us get our books and study!" And I have no doubt but that they are right. How can the father of a family supply nutritious food to his children if he is ignorant of the structure and functions of the stomach! How can any cook who has not studied the location and peculiar action of the *parotid*, *sub-maxillary*, and *sub-lingual glands* presume to prepare palatable viands for my table? How can the bruiser who has not learned from the books that he has a *flexor longus* and a *flexor brevis*, hope to compete with an adversary in the prize ring?

After all that sheep is the safest who is content to follow his leaders with unquestioning faith; and he is not far from ruin when he dares say, with the Prince of Arragon:

> "I will not jump with common spirits,
> Nor rank me with the barbarous multitude."

While we are waiting patiently for the next grand discovery that is to "revolutionize the whole system of common-school education," let us not cultivate too great a spirit of independence.

Yours Faithfully,

Job Seldom.

Don't Break Down His Self-Respect.

BY REV. E. A. RAND.

Human nature has more backbones than one. There are several that help it stand up straight. Of these, one is self-respect. There may be several qualities bordering upon it and extending into it. Adjacent to it is regard for public opinion. A man has too much respect for himself to injure his creditable standing among his neighbors. Adjacent to this quality is the regard for God's opinion. Remembering the overshadowing, all pervading presence of God, remembering what God has said and what God may think, a man has too much regard for himself to slight these divine realities. When we say self-respect, various qualities lie contiguous to it. Into this backbone, this vertebral column of self-respect, enter these supporting considerations, and help hold it up, while it helps hold up the entire manhood. Of great value is it in the development of human character. It is self-respect that keeps a man from dropping down into bruteship, and that raises the almost brute to manhood again. It is an anchor of hope gripping the rock in stormy weather.

The boy, the girl, in the teacher's care, has this valuable quality, and it will help them to keep erect. Let the teacher appreciate the scholar's self-respect and take advantage of it. Above all things, don't harm it. Don't break down this backbone of character. A scholar may be extremely sensitive to ridicule, and knows it. A teacher is sarcastic, and he knows that. He has found out in various ways that he has an aptitude for saying smart, sharp things,—that he can put a keen edge to his criticisms and make them cut deep. How many scholars fear the criticism edged with sarcasm! If a teacher draw that knife very often, to some scholars it will be the very opposite of healthy surgery. It will cut down self-respect, cut away all carefulness, and a scholar will say, "I don't care how things go; I can't please my teacher, and I won't try to please." When self-respect is gone, ambition is gone, hope is gone, and the Evil One enters. A teacher has great physical strength. He may walk as a big bully among his boys. He keeps them in the shadow of a menace all the time, and sometimes the stick that is shaken is also taken. As for corporal punishment, the less there is of it the better. It is one of the things that will often arouse a boy's poorer nature and kill out the better. It knocks away his self-respect. When that backbone is gone, and the boy is down, it is "Don't-care day" with him, and the efforts to be better is given up.

Let the teacher understand, also, that in flooring the culprit he may have floored one of the teacher's best friends. He has knocked over the self-respect, which is one of a teacher's best allies in the government of a school. He must perpetuate the knock-down process; whereas, if he understood and appealed to the scholar's self-respect, that natural backbone in human character would help the teacher as he stimulates the scholar to stand up and do his best.

Let a teacher, then, study the scholar. Analyze the boy's or girl's character as you would take in pieces a lant in a botanical exercise, and, if some boys and girls were mullen-stalks out in the pasture, or pig-weed in the garden, what a better chance for helpful analysis they would stand! Appreciate the class of motives that will best reach and most powerfully effect the scholar's self-respect. Strengthen that self-respect. Encourage,—expect them to stand up in all manly things, and stand straight. It is not simply to-day's work you are doing, but your influence reaches into the future. It will be like the angel presence that is never seen and rarely recognized, and yet real, and helping the weak to be strong, breathing in the ear some bugle-note that will cheer the hard-pressed in the hour of battle. Such work of holding up and leading on another is the highest, both imperial and Christlike, and, in our influence, it will survive us, even as the stars shine to cheer and guide when the sun has gone.—*Exchange.*

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2. To teach morals and good behavior.
3. To give oral instructions in Literature, Moral Philosophy, History, Biography and Esthetics.
4. To lead pupils to think and write on practical life questions.
5. To bring into use an excellent means of school government.

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4. Consideration of current events.
5. "Golden Thoughts," written on the blackboard and learned.

It is important for teachers to know that children would rather be instructed in knowledge than be lectured on virtue. Hence the reason for bringing into use the interesting narrative, story, or fact containing a moral which the pupils can apply without much explanation on the part of the teacher. Thus the moral instruction is nicely wrapped in the incident presented, and a much better impression is made than by a direct appeal to the pupils to be good and do right.

Young people like to hear anything connected with the lives of great men and women. By satisfying this curiosity in part, a taste for useful reading will be developed, a spirit of healthful emulation will be incited, and there can be no adequate estimate of the good that may thus be accomplished by an earnest and skillful teacher.

R. V. CARLIN.

Educational Weekly.

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REGULARITY IN STUDIES.

A *vagrant* habit of mind is as fatal to any sort of mental success, as perpetual transplantation would be to the growth of a tree. It has often been repeated in the columns of the "WEEKLY," that the "formation of right habits of thought and action" is the principal end for which schools are established. Rambling from one study to another, a tendency which is very much heightened by the great multiplicity of the studies introduced into the modern common school curriculum, leads directly to the formation of a "*vagrant habit*" of thought, and when such a habit becomes fixed upon the mind it is shorn of its strength. Ideas that lie around loose can no more be gathered up than milk spilt upon the ground. Purposes held slackly are poor dependence in an emergency. Rein them in firmly, and snap the whip of resolution with some degree of constancy and persistance, otherwise the "vagrant habit" will have the ascendency. When the mind is most impressible in youth, and learns easiest, it can least bear a divided attention; it is least under self-control, and most easily distracted among a variety of objects of thought. This stage of development requires the most earnest effort, resolute purposes, diligent culture and persistent training. If persistence is the soul of business, it is the soul and body of study. Time, persistent application of forces in one direction, is necessary to give vigor to any tendency, to conform a character in any direction, much more so to prevent the formation of the vagrant habit of mind.

If a boy is apt to learn, a vagrant habit will supply him with more lessons than the school can obliterate; and his very facility for learning, without a rein and guide, will lead him farther from the right goal than a duller person would go with the same habit. The bright pupil is in more danger of becoming a vagrant than the dull one.

When lessons come by drudgery, a firm constancy of application, regularity and conformity to rules are necessary to any respectable degree of success, and this very circumstance renders success a much easier matter as the habit becomes confirmed. The wreck of vagrancy is avoided, and hence it frequently transpires that the dull pupil in the class at school or college out-strip the apparently brighter ones in the harder struggles of life. The power of attention gained by this persistent pleading, without which other faculties would be of little avail, helps them onward, and in reality goes for to make the difference between one mind and another in the realm of thought and intellectual greatness. It is not claimed that study demands such uninterrupted length of time, but that its hours and purposes be regular, constant, and so fixed that the mind habitually recurs to its special line of thought when the hour comes. Under a system of strict regularity and promptness, the time for study brings with it the necessary concentration of mental powers to produce results; the thought which an unfixed habit would dissipate, is brought promptly under the mental focus, and the recurring intervals of rest are but just enough to learn the full spring and vigor of the mind to bear upon its work. Results are apparent. Right habits of study and concentration of energy come to the front., Pupils study for a purpose. Lessons are no longer learned by "piece meal" and recited from "hand to mouth," the "vagrant habit" is lost sight of and in that which the pupil shall will to accomplish, that which is really worthy the best efforts of aspiring youth, there shall be no failure. Persistent plodding brings the traveller to his journeys end, while the rambler with more than double the capacity for speed is overtaken and lost in darkness. But it is not necessary to plod, in order to avoid the "vagrant habit." Regularity of study and regularity in studies are more potent to the fleet footed. Intermittent rowdyism or the equally distracting fits of persistent laziness may be out-done in this way. Keep beaten path while the untrodden way is liable to insuperable difficulties.

It is time enough to be erratic when the demands of our original genius transcends the capacities of established methods.

THANKSGIVING.

Thanksgiving should by all means be observed in some form by the schools. In the city schools, where the pupils are dismissed on Thursday, exercises may very appropriately be held on Wednesday afternoon. In many communities it will be found desirable to hold special exercises on Thursday. School should be dismissed for the day, and the pupils requested to invite their parents to attend the exercises. A general invitation to attend should be extended to the community. The teacher, assisted by the pupils, may conduct some very entertaining and instructive exercises. The observance should be conducted with special reference to the declared purpose of the day. The recitations by the children should be brief and spirited. The exercises should not be too long, and should close in time for the usual thanksgiving dinners. Following is a suggestive outline, which may be varied to suit the taste and convenience of the teacher:

PLAN OF OBSERVANCE.

I. Singing, (selection made by the teacher.)

II. Scripture reading.

III. Reading of Proclamation of the President.

IV. History of Thanksgiving and appropriate remarks by the teacher.

V. Sentiments. [Give to each of the pupils a card containing one of the following sentiments, and a number. Have each pupil memorize his selection, and as his number is called, rise and recite.]

1. "Take thankfully the past;
Make, as you can, the sweet remembrance last."

2. "Accept my thoughts for thanks, I have no words:
My soul, o'er fraught with gratitude, rejects
The aid of language: Lord! behold my heart."

3. "When gratitude o'erflows the swelling heart,
And breathes in free and uncorrupted praise
For benefits received: propitious heaven
Takes such acknowledgement as fragrant incense,
And doubles all its blessings."

4. "He that hath nature in him must be grateful;
'Tis the Creator's primary great law
That links the chain of beings to each other."

5. Do not wait for a special day to be thankful. He who waits for Thnaksgiving day to be thankful, will not be thankful when it comes."

6. "Thanksgiving and joy cause singing, leaping and dancing. It is a lively joy that fills the bosoms of those who have it and makes them happy."

7. "Nothing is so wholesome, nothing does so much good for people's looks as a little interchange of the small coin of benevolence."

8. "He prayeth best who loveth best,
All things both great and small;
For the Great God who loveth us,
He made and loveth all."

9. "Few, save the poor, feel for the poor,
The rich know not how hard
It is to be of needful rest,
And needful food debarred.

They know not of the scanty meal,
With small pale faces round,
No fire upon the cold, damp hearth,
When snow is on the ground."

10. "Some hae meat that canna eat,
And some would eat that want it;
But we hae meat and we can eat,
Sae let the Lord be thanket."

VI. Closing remarks of teacher.

VII. Singing, "America."

SUGGESTIONS.

The exercises may be varied by the introduction of several appropriate selections from "Bitter Sweet." The History of Thanksgiving should be told briefly and in words easily understood by the children. In the closing remarks it would be well for the teacher to dwell upon our duty to those who have less for which to be thankful than ourselves. The children ought to be encouraged to help the poor of the neighborhood by various little deeds of kindness and generosity. The day offers a rare opportunity for impressing valuable moral lessons and should not be allowed to pass unimproved.

HISTORY OF THANKSGIVING.

Thanksgiving day is peculiarly an American institution, dating from the time of the landing of the Pilgrims, though its general observance throughout the country has been established only within the last twenty-one years. But though, as we have it, the custom is American, yet it has prototypes in history as far back as the days of Israel. The Nations of the world have for centuries celebrated in some way the close of the ingathering of the harvests—the same season at which our day of thanksgiving is fixed.

Three thousand years ago witnessed the Jewish Feast of Tabernacles, with its magnificent rituals, melodious choirs and picturesque festivities. For eight days the people ceased their work to "eat, drink and be merry." During the time millions gathered in and around Jerusalem, for several days living in booths formed of the branches of the olive, pine, myrtle and palm, and decorated with fruits and flowers. Grand public pageants were held, and in addition to these every household had its worship, its sacrifice and its banquet.

The Greeks celebrated a feast in honor of Demeter, goddess of the Harvest, which they called the Eleusinian Mysteries. Demeter was the mother of

Persephone, who was carried off to the lower regions by Pluto, King of Hades. Demeter left Olympus in search of her daughter. Finding her with Pluto she sought to carry her home, but Persephone could only remain with her mother one half of the time. Demeter was so angry at being baffled by Pluto that she renounced the society of the gods and made her dwelling among men. She blessed those who recieved her and gave to them a knowledge of agriculture. She taught men how to plow, sow and reap, how to make bread and rear fruit trees. Formerly they had lived upon roots and acorns; but Demeter brought them up out of the savage state into civilization. She became the patron saint of Eleusis, and the grandest feast of all the year was celebated by the Greeks in her honor.

The Romans drew many of their legends and many of their customs from the Greeks. So the story of Demeter, passing from Athens to Rome, became the legend of Ceres, the Roman goddess of the Harvest. The Cerealia, held in honor of Ceres, was the Roman Thanksgiving. Processions were made to the fields, where rustic sports were held, and the Lares, or household gods, were crowned with flowers. It was a season of relaxation and rest, of feasting, and of sacrifice—the one pleasant period of the year to the laboring man.

England has its Harvest Home, when in sharp contrast with our American Thanksgiving, men and women, boys and girls, all romp and frolic with as much gayety and as little restraint as on May day or Christmas tide.

But the American Thanksgiving, though perhaps suggested to our Puritan fathers by these earlier feasts in celebration of the harvest, differs from all in one important feature. It is not a day of boisterous hilarity and celebration but a devout outpouring of thanks from a God-fearing people for blessings received during the year.

The Pilgrim fathers, after ten months of suffering on a cold and desolate coast, one half their number leveled by the hand of Death, recalled the harvest festival of their native land, and devoutly thanked God for the twenty acres of corn and six of barley and pease, which formed their entire harvest. Hunters were sent out to procure the Thanksgiving dinder, and returning successful, a feast of water-fowl, wild turkey, venison, corn and barley was spread before the people. Massasoit and ninety of his warriors were present and participated in the first Thanksgiving dinner ever spread in America.

A special deliverance from famine occurred in the following year. After many days of drought the withered corn and stunted growth of barley threatened starvation to the people. A day of fasting and prayer was appointed. The sun rose in a cloudless sky and beamed down intensely hot. For nine hours the people prayed unceasingly. At evening the sun set in clouds, a breeze sprang up and morning was ushered in with a torrent of rain. The crops revived and a bounteous harvest was reaped. Governor Bradford ordered a day of thanksgiving in token of the general gratitude.

This origin of the custom accounts for the absence of the boisterous hilarity oi the English festival and gives to our Thanksgiving day its peculiarly American character.

The Jewish festival occurred in our month of October, and the Greek, Roman and English celebrations in September. Our Thanksgiving occurs in November. The origin of this date is ascribed to the fact that just before the long cold winter set in, during what we now call Indian Summer, the Aborigines celebrated their annual feast.

The observance of thanksgiving was for a long time confined to the Pilgrims and their descendants. During the Revolution Thanksgiving was annually recommended by Congress, but after the celebration of peace in 1784 there was no national observance of the day until 1787, when President Washington recommended a day of Thanksgiving for the adoption of the Constitution. Again the day was observed in 1795 in consequence of the suppression of insurrection which in several States was threatening to overthrow the Government. President Madison issued a Thanksgiving proclamation in 1815 in commemoration of the close of the second war with England. Afterwards the Governors of several States frequently appointed such days. In 1863, when after many months of anxiety the people of the Union heard of victories and abundant harvests, President Lincoln proclaimed a day of Thanksgiving for the Nation. A proclamation was also issued for a National annual Thanksgiving in November. Since that day the observance has been general throughout the country and proclamations are issued annually by the President, Governors of States and Mayors of the principal cities.

The day is one of mingled mirth and solemnity. Like the English, the Romans and the Greeks we celebrate the gathering of the harvests. But we also commemorate the hardihood of our forefathers—who dared, for the sake of their religious liberty, brave the perils of an unsettled land, and struggled indomitably against disease and starvation to found a home for themselves and their posterity, where men might think and act as they chose. We commemorate their courage, and we reverence their piety. Valiantly fighting, never complaining, thanking God for what little they had, their example is one to be lauded, and worthy an impresson iupon the minds of the many millions who now return their thanks for the blessings of Providence.

We commemorate the heroism of Washington and the little band of half-starved, half-naked patriots who followed him in the days of Revolution. We commemorate the courage and patriotism of thousands of heroes who breathed their last on Southern battle fields. We commemorate the spirit and industry of an intelligent people who in twenty years have rescued a nation from the devastation of a civil war unparalled in its severity and placed it by the side of the most prosperous nations in the world. With our national credit restored, our financial system the best in the world, our commerce and our manufactures among the richest, and our people ranking high in the estimation of the world in general intelligence, morality and thrift, we as a nation have indeed much for which to be thankful. We should keep Thanksgiving in the spirit in which it was inaugurated—a day of thankfullness and rejoicing, a day of pleasure and festivity, a day of universal benevolence.

United States History in its Relation to European History.—IV.

b. Results of Reformation.
3. Persecution of Catholics: Establishment of Maryland.
4. Persecution of Quakers. Purchase of settlement of Pennsylvania and New Jersey.

In passing to the third of these sects, we pass to the history of Maryland. The Catholics in England, as well as the Dissenters, in the time when persecution for religious opinion was the fashion, were exposed to the jealous bigotry of the Anglican Church. To provide an asylum for his persecuted countrymen, Sir George Calvert, a large hearted nobleman, without reproach in private life and filled with the spirit of tolerance, obtained from the King a grant for a settlement on the banks of the Potomac. The design of the law of Maryland was, from the first, to protect the freedom of conscience, and the offer of such protection attracted to it a large number of the oppressed, both from England and from the sister colonies. Protestants as well as Catholics flocked thither, and indeed the government soon became Protestant. But to the Catholics belongs the honor of establishing Maryland on a basis of freedom and liberty. The colony thus established, though not free from domestic dissensions, rapidly grew rich and prosperous. The sovereignty of the people had been established and the colony enjoyed the full possession of liberty. Such was its progress in this direction and so nearly had it completed its institutions that, at the time of the Restoration, it had advanced as far toward freedom and independence as the other colonies had done a century later. All honor to the large heart and broad mind of Calvert and his followers. While Puritan New England, settled by fugitives from persecution, was developing under the same spirit of intolerance, Catholic Maryland was welcoming the oppressed of every sect to share its generous hospitality.

New England, we have said, was the child of Puritanism, New York and South Carolina of Catholicism, while Maryland traces its origin to the persecution of the Catholics. With equal truth it may be said that Quakerism was the parent of the great Keystone State of the Union and of its sister on the East. "The rise of the people called Quakers," says Bancroft, "was one of the most remarkable results of the Protestant revolution. It was a consequence of the inspiration of the human mind for a perfect emancipation after the long reign of bigotry and superstitition. It grew up with men who were impatient at the slow progress of the Reformation and the tardy advances of intellectual liberty."

The principles of Quakerism that George Fox went forth to proclaim "involved absolute freedom of mind, trod every idolatry under foot, and entered the strongest protest against the forms of a hierarchy." It had, it is true, its faults, but it was its extreme radicalism that aroused the people of England to opposition. Fox was everywhere resisted with angry vehemence and "priests and professors, magistrates and people, swelled like the raging waves of the sea."

General laws against Dissenters and Papists, as well as special ones against themselves, exposed the Quakers to every form of malignant violence. Such cruel persecution could not long be endured and the Quakers soon looked beyond the Atlantic for peace. New Jersey was purchased and colonized; Pennsylvania, by the energy of Wm. Penn was soon added, and an asylum, as in Maryland, established for all the oppressed.

Have the Quakers benefited America? Viewed from the standpoint of the Revolution, as was the question of Puritanism, the answer is no, or at least not directly. Their spirit of non-resistance made them during the course of the war, long for a conciliation with Great Britain. But the American Constitution, and indeed, the Declaration of Independence, contain principles which are closely allied to those of Quakerism, for that "all men are born equal" and that "the right of liberty of conscience should in no way be abridged" were among the chief tenets of that sect. On the question of negro slavery, the Quakers as early as 1754 took the ground which after the lapse of a century the majority of the people of the United States adopted, and to them belongs the glory of teaching by emancipating their own slaves, that the practice is wrong, thus taking the first step toward general abolition in the Northern States.

Quakers were denounced, were persecuted, and are still despised by some, even in our own country. Yet those events in Europe which gave rise to their creed that caused its denunciation and persecution were of the greatest importance to America, for in driving the Quakers to our shores, they gave us a gentle peace loving, industrious class of citizens whose influence for good all must recognize.

TO BE CONTINUED.

Preserve the Voice of the Child.

Most teaching of elocution consists in trying to correct faults acquired by bad teaching in primary schools. Listen to the merry voices of children on the playground, and then listen in the school-room! The greatest elocutionists have discovered the true principles by observing little children. A defect in articulation can be cured by following exactly the process by which a child learns to articulate. Listen to the voices of children, what emphasis, what melody, what harmony! Should teaching ruin those voices? Has teaching ruined voices? Who speaks first? By following nature, the child has learned to talk well; by the devices of man he reads abominably. *Never allow a child to read a single sentence unnaturally.—Practical Teacher*

Eli F. Brown has assumed the management of the the Central Lyceum Bureau with head-quarters at this city. Some of the most attractive lyceum entertainments are under this management. The attention of lecture course associations and managers is called to "Zekle's Wife," by Mrs. Amy Talbott Dunn, "Public Reading and Song," by Miss Minnie Gage, Reader, and Miss Jessie Whitridge, Soloist, and "Other Worlds than Ours," by the manager. These entertainments are of the highest order of merit, and have received the richest commendations from critics. For terms and time address Central Lyceum Bureau, 74 Vance Block, Indianapoiis, Ind.

Facts, Figures and Personals.

R. W. Vaughn is in charge of the schools at Clvoerdale.

Joseph C. Ratliff has been a trustee of Purdue University ever since it was established.

Prof. Charles Hodgin, late of the Richmond Normal, has removed to North Carolina, in consequence of his wife's health.

Dr. Alexander Martin, President of De Pauw University, has been invited to deliver an address at the Centennial of American Methodism to be celebrated at Baltimore next month.

Prof. Post, of De Pauw University, in his lecture last week advocated the provision by law for teaching morality in our public schools. Such provisions has been made for more than thirty years in this state.

Miss Nellie Iglehart, has been added to the corps of instructors in De Pauw University, having in charge the first classes in French and German Since graduation Miss Iglehart has spent some time in France and Germany, preparatory to entering upon the duties of her position.

William H. Stanton, an expert maker of philosophical instruments, for several years connected with J. W. Queene & Co., of Philadelphia, has been secured to assist Prof. DeMotte in the department of Physics. He will likely be retained permanently in this department of De Pauw University.

The County Superintendents are indicating the improvement in education as much by the recent issue of manuals, as in any other way. We are receiving a great many very valuable manuals. Among them R. V. Carlin, of Steuben Co. sends one containing the most complete outline of work for Township Institutes yet seen. Among other good things, this Manual contains 27 special rules and maxims for teachers, of which the following are samples:

1. Set a good example.
2. Keep your pupils busy—use a good programme that indicates the work to be done by each at every minute of the session—be systematic.
3. Make the school room, the school, and its work attractive.
4. Lead rather than drive—voluntary obedience to right is worth infinitely more than enforced obedience.
5. Don't over-govern—allow as much freedom of action as is consistent with the good of the whole.
6. Distinguish carefully between malice and mischief—dirt is innocent matter in the wrong place, so mischief is innocent activity in the wrong place.
7. Distinguish carefully between the breaking of a rule a nd the infraction of a moral law—"Thou shalt not whisper" is far less authoritive than "Thou shalt not kill."

The graduates of H. B. Bryant's Chicago Business College are called for by business houses much more rapidly than they can be prepared. Scarcely a day passes that there are not several called for.

Literary Notes.

WATSONS' GRAPHIC SPELLER,—Oral and Written. A. S. Barnes & Co., New York & Chicago.

This charming little book is so cheerful one cannot fail to fall in love with the author's ingenious plan to interest and instruct little children. It is full of slate work in writing and drawing.

Problems of Nature, issued the 1st & 15th of each month, by H. P. Philbrook, Editor, 21 Park Place, New York, is for pure science, one of the cleanest papers published. All lovers of scientific discussions should subscribe for it. The contents for Nov. 1 were, Origin of Species; Acorn Bread; The Milleporidæ; Courtesy in Publication; What is Death, and What is it for? The "Comma-Shaped Bacillias;" Men of Science; Krakatoa Smoke at Strong's Island; A new Pavement in Berlin; Chilian Volcanoes; Conservation of Energy; Machine for Producing Rain; Oyster Banks in the Baltic; A Sea Monster.

PHILIPS' HISTORICAL READERS, Boston School Supply Company. Boston.

In this Series of Historical Readers, the aim has been to present clearly and accurately all that children can well understand of the events which led to the founding and making of the English nation, tracing step by step its progress onward to its present proud position —the first among the nations of the world.

Everything that could in any way enhance the educative value of these Readers has been most carefully attended to. The *text* throughout is characterized by originality, freshness, and simplicity. The *notes* are clear and concise, and are designed not only for the scholar but also for the younger teachers—showing them the line of thought which they should follow in their oral lessons. The *illustrations* are unusually numerous, attractive, and useful, and include an entirely new series of vignettes of sovereigns and other prominent persons. The maps have been especially drawn for the series; while the paper, printing, and binding leave nothing to be desired.

The exceptional success of the Christmas Number of HARPER'S MAGAZINE last year has led the editor and publishers to attempt this year to dissapoint the public agreeably by giving them a still finer Number. Announcement is made that the coming December issue will contain no less than six separately printed plates, besides several other full-page illustrations, the frontispiece being a reproduction, in the highest art of the wood-engraver, of the charming picture of "The Boy Jesus in the Temple," by Professor Hofmann of Dresden, one of the chief contributions of modern painting to religious art. The engraving is the work of W. B. Closson, from whose graver comes also in the same issue a reproduction of the "Flora" of Titian. The literary and artistic contents otherwise furnish an extraordinary and delightful variety of sketch, story, poetry, art, and music; while in the Easy Chair Mr. Curtis writes of "John Bull and Brother Jonathan at the Christmas Fireside;" and in the Drawer Mr. Warner has a pleasant prefatory word as to "The Universal Christmas Feast."

THE CENTURY

In 1885.

A GREAT ENTERPRISE.

Papers on the Civil War.

The important feature of THE CENTURY MAGAZINE for the coming year—indeed, perhaps the most important ever undertaken by the magazine—will be a series of separate papers on the great battles of the war for the Union, written by general officers high in command upon both the Federal and the Confederate sides,—General Grant (who writes of Vicksburg, Shiloh, and other battles), Generals Longstreet, McClellen, Beauregard, Rosecrans, Hill, Admiral Porter, and others. The series opens in the November CENTURY with a graphical illustrated article on

The Battle of Bull Run,

written by the Confederate general, G. T. Beauregard. Brief sketches, entitled "Recollections of a Private," papers chronicling special events, descriptions of various auxiliary branches of the service, etc., will supplement the more important series by the various generals.

Fiction.

In this line THE CENTURY will maintain its prestige, and furnish the best stories by American writers that can be procured. In November begins a new novel by W. D. Howells, a novel by Henry James, a novelette by Grace Denio Litchfield, and short stories by "Uncle Remus," Frank R. Stockton, H. H. Boyesen, T A. Janvier, H. H., Julian Hawthorne, and other equally well-known writers will appear at various times.

Miscellaneous Features.

Under this heading may be included a series of papers on the Cities of Italy by W. D. Howells, the illustrations being reproductions of etchings and drawings by Joseph Pennell; a series on "The New North-west, being an interesting group of papers by E. V. Smalley, Lieut. Schwatka, Principal Grant (of Kingston, Ontario), and others, descriptive of little-known regions; papers on French and American art,—sculpture and painting, with some exquisite illustrations; papers on

Astronomy, Architecture and History,

the first being by Prof. Langley and others. Under Architecture are included more of Mrs. Van Rensselaer's articles on Churches, City and Country Houses, etc. Colonel George E. Waring, Jr., will describe "Progress in sanitary Drawing; E. C. Stedman, Edmund Gosse, and others will furnish literary essays; George . Cable will contribute in various ways; several papers on sport and adventure will soon be published, and John Burroughs will write from time to time on outdoor subjects.

Readers of THE CENTURY may feel sure of keeping abreast of the times on leading subjects that may properly come within the province of a monthly magazine. Its circulation is now about 140,000 monthly, the November number exceeding that figure. Subscriptions should date from this number, beginning the War Series and Mr. Howell's novel. Price $4.00 a year, 35 cts. a number. All booksellers and news dealers sell it and take subscriptions, or remittance may be made to the publishers.

A free specimen copy of The Century will be sent on request. Mention this paper.

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PRIZES FOR ARITHMETIC.

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The publishers of the The School Supplement purpose issuing a new book on the subject of Arithmetic to offer as a premium with their paper. Rather than pay an individual author a sum of money to prepare such a book as they require, the publishers have divided the sum of Six Hundred Dollars—which they have decided to offer, into One Hundred and Twenty Prizes, arranged in eight groups of $75 each. To correspond with these eight groups of prizes, they have divided the whole subject of Arithmetic into the following eight departments:

1. Addition, Subtraction, Multiplication Division.
2. Factors, Multiples, Fractions, Decimals.
3. Denominate Numbers.
4. Practical Measurements.
5. Percentage, Trade Discount, Profit and Loss, Commission and Brokerage.
6. Interest, Partial Payments, True and Bank Discount, Stocks.
7. Insurance, Taxes, Exchange, Proportion, Partnership.
8. Miscellaneous Practical Exercises and Problems.

Each group of prizes the publishers have subdivided as follows: Five first prizes of $10 each; five second prizes of $3 each; and five third prizes of $2 each. All teachers and students may compete for these prizes upon the following conditions:

Each must send to the publishers, as early as possible, a set of ten examples in Arithmetic based upon the work included in some one of the eight departments already named. The correct answers (not solutions) to the ten examples must also be given. The examples need not necessarily cover the whole work of the department. Each competitor may enter for prizes in as many departments as he chooses, but no one competitor will be awarded prizes in more than five departments.

The Prizes will be Awarded for the fifteen best sets in each department. The arbitrators will take into consideration the originality and practical character of the examples, and their general adaption to public, grammar, and high school work.

The Three Hundred sets of examples which the arbitrators consider the best will be published in book form. Each set will be printed complete, and the name of the compiler will be inserted with it. Together with the Three Thousand Examples secured in this way, the book will contain an entirely new and novel treatment of the whole subject of Arithmetic. The printing and binding will be the best that modern workmanship can turn out.

Every person who sends a set or sets of examples must send therewith One Dollar as his or her subscription to "The School Supplement" for one year. A copy of the Arithmetic will be mailed free to every subscriber on the second day of February, 1885. The latest date for receiving sets of examples in departments 1, 2, 3 and 4, will be January 5th, 1885, and in departments 5, 6, 7 and 8, the latest date will be January 10th, 1885. The One Hundred and Twenty Prizes will be mailed by P. O. Order or Bank Draft, to the winners on the second day of February, 1885 The complete results of the competition will be published in the Supplement. Any further explanation or information necessary will be sent cheerfully upon application.

THE SCHOOL SUPPLEMENT is, without any exception, the best school paper published. Though its publication was commenced less than a year ago, its fame has already spread from California to Newfoundland, and from British Columbia to Florida. Its subscribers represent every State and Province. The Supplement is an educational journal on an entirely new plan. It is profusely illustrated, and contains lessons in all the school subjects. The current numbers contain biographies of noted authors and statesmen, with large, beautifully engraved portraits; short stories for the school-room; interesting sketches; maps and illustrations; readings and recitations· lessons in practical arithmetic and grammar: hundreds of sentences for correction; illustrated lessons in astronomy, standard time, correspondence, mensuration and railroad geography; anecdotes of authors; practical exercises for primary pupils; prize competitions for pupils' work, and numerous miscellaneous articles. Sample copies will be mailed to those who have not seen the paper, for Eight Cents in stamps.

SPECIAL OFFER.

The publishers will continue to mail a new book free to all their subscribers on the first day of February of each year. A few hundred copies of their 1884 book still remain on hand. It is an "Examination Manual," and it contains over 2,000 questions and exercises in all the common and high school branches. This is a very valuable book, many thousand copies having been disposed of during the year. It contains 175 pages, beautifully printed and bound. A copy will be mailed free to every new subscriber until the stock is exhausted. Those, then, who subscribe at once, whether competing for the Arithmetic Prizes or not, will receive one book by return mail, one book on the second day of February, 1885, and The School Supplement for one year—all for One Dollar. Please enclose eight cents in stamps with your one dollar, to pay the postage of the Examination Manual.

Mail all letters to either one of the following addresses:

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FROM
Indianapolis to the west.

January 1884.	"No. 5" Mail.	"No. 1" Express	"No. 7" Express.
Indianapolis.....lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham........ "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville........ "	2.47 "	4.42 "	5.32 "
St. Louis.........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

☞PARLOR CARS run on "No. 1," Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

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Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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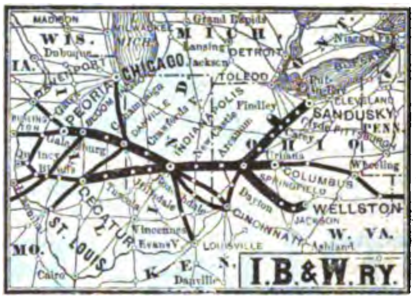

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Greensburg	Lv	10.28 "	
Louisville	Lv	7.00 "	
North Vernon	Lv	9.20 "	
Rushville	Lv	11.25 "	
Connersville	Lv	10.10 "	
Cambridge	Lv	10.47 "	
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a.m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7.30 "
Muncie	Lv	1.50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2.41 "	9.06 "
Cambridge	Ar	3.15 "	
Connersville	Ar	3.52 "	
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	
Louisville	Ar	8.00 "	
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VOL. III INDIANAPOLIS, INDIANA, NOVEMBER 29, 1884. No. 20

Current Events.

A Congressional committee was in Pittsburg yesterday examining into the facilities for the production of steel for heavy guns and naval vessels.

Several prominent members of the St. Johns (N. B.) Board of Trade yesterday made speeches strongly in favor of annexation to the United States.

Earthquakes are becoming quite common in the Western Hemisphere. A slight shock was felt in Canada Friday last, a heavy one in Peru Saturday morning, and a very perceptible one in New England at about the same time.

The storm which preceded the cold wave was severe along the lakes and east of the Alleghenies, doing considerable damage and causing the loss of one life in Massachusetts. Telegraphic communication was almost completely prostrated in all directions from Chicago.

The population of Washington territory, which is asking for admission as a State, is about 150,000. The territory is out of debt, and had a balance on July 1, 1884, of $47, 901. The governor, in his annual report, presents a number of reasons to support the claim for admission as a State.

President Arthur has begun work on his annual message. He has received the report of Secretary McCulloch, which is said to be a great elaboration of thought. Rumor has it that Mr. McCulloch recommends an abolition of all internal revenue taxes, save on spirituous and malt liquors, an adjustment of inequalities in the tariff and a perpetual loan of a bond to the people, interchangeable into currency, bearing interest at the rate of 2½ per cent.

Foreign.

The French have had two more engagements in Tonquin, in which they have been successful·

The University of Halle has conferred the degree of doctor of philosophy upon Henry M. Stanley, the African traveler.

The conflict between the authorities and students in the university of Madrid continues to increase in bitterness. Hundreds of arrests have been made.

King Humbert and the royal family received a demonstrative welcome on their return to Rome yesterday. The working men were especially prominent.

The situation of the Congo Conference is unpleasant for England. There is evidence of a combination to resist the English claims to the Niger River.

Owing to the frightful increase of intemperance in Switzerland, caused by the removal of the duty on cheap French spirits, the council will pass a prohibitory law of unprecedented severity.

A National Bank known as the Government Bank of China, has been established at Peking. The capital is half Chinese and half foreign, and the Board of Management is half Chinese and half foreigners. Heavy rains have seriously damaged the rice crop in the province of Chin Kiang.

The most recent important ministerial change in Great Britain and Ireland is the appointment of Henry Campbell-Bannerman to succeed G. O. Trevelyan as Secretary to the government of Ireland. That portion of the Irish people perhaps best described by the term, "disaffected," hail the change as a concession made by the Gladstone ministry, in recognition of ther dislike to Mr. Trevelyan. When this gentleman succeeded Mr. Forster in the position he has just vacated, a similar claim was made.

The German government is credited with an intention of annexing several islands in the Pacific ocean, as well as part of New Guinea. The North German Gazette makes a bitter attack upon the English extensions which have been made in the Pacific. It says a British high commissioner recently inflicted a mock sentence of eight days' imprisonment upon the pirates of the schooner Stanley, who plundered several German mercantile firms at the Loughien islands, and who, after massacreing a number of natives, took one hundred of them as slaves to Greenland. "The pretense of the Australians," says the Gazette, "to humanity, has no basis in fact, and Germany is being asked to insist upon the immediate annexation of unclaimed islands in New Guinea, if only for the purpose of protecting natives from English barbarities."

Pedagogics.

Pedagogics—II.

BY J. H. MARTIN, MADISON, IND.

Rule a. The first item in this rule, relating to the cultivation of the senses, has been noticed; the second, referring to attention, is worthy of careful thought.

Whether impressions carried to the brain by the organs of sense, are so perceived as to become conscious knowledge, depends upon the attitude of the mind at the time of their arrival. The setting sun, the beautiful landscape, the patter of rain, and the thunder of the storm-cloud, may each make its impression upon the organ of sense, and this sensation be transmitted to the brain; yet be entirely lost, because the mind is absorbed or preoccupied in a different direction.

Again, these impressions may reach the nerve centres when the mind is partially engaged with other matters, yet able to give the sensations some little attention. In this case, the perceptions are obscure and indistinct, and the knowledge vague and indefinite. Such knowledge impresses the mind but feebly, and is not long retained by the memory.

But these sense-impressions may come when the mind is aroused and anxiously awaiting them. In this condition, the perceptions formed are accurate and complete, become ready possessions of the mind, and are retained by the memory.

This attitude of the mind, a readiness and anxiety to receive sensations, constitutes close and interested attention· Into this mental state, each teacher should seek to bring his pupils before presenting a truth.

Hence a necessity for cultivating a liking for the exercises of the school-room. Children naturally delight in using their faculties, whether of body or of mind, unless there be something repulsive in the nature of the exercise required. The teacher taking advantage of these natural cravings, should give the child, from its first day of school-life, something pleasant and useful to do. Thus it will learn to like its school duties, and will yield close and cheerful attention. Let all exercises be suited to the child's capacity, and made as attractive as possible, that its interest may be aroused and its attention secured without special effort of the will. In young children, the power of will over attention is quite feeble; and any degree of attention requiring considerable will-force, should not be expected or exacted of them. To do so, would require of them that of which they are incapable. To fix and hold the attention on any thing in which the mind is not interested, is one of the most difficult of mental operations, and is acquired only by years of earnest, careful discipline.

Neither should the attention of small children be held long at a time on any one subject; but the exercises should be varied in frequency to suit the age and capacity of the pupils.

It would seem, then, folly to begin a recitation without first securing the attention of the class. Some one has said, "No lesson is given until it is received;" and pupils must be brought into a proper attitude of body and mind before they can receive it. Time and labor would be saved, if teachers would keep this fact in mind. The power to awaken that interest and expectancy which will gain and hold the attention of pupils throughout a recitation, requires the utmost skill on the part of the teacher. With some, it is a natural gift; with others it must be acquired by years of study and experience.

Rule b. Owing to a mysterious mental law—that of association—it is found that connected or related perceptions are most easily remembered.

Unless an isolated perception be of unusual force, it makes little impression upon the mind, and is soon forgotten. The same is true of a series of isolated perceptions. Although each makes its impression, it does not strengthen that of another; nor does the act of recalling one perception aid in calling up the other.

There are, therefore, two forms of memory: associative, or that recalling related perceptions; and arbitrary, or that calling up unrelated perceptions.

Too often, teachers appeal to arbitrary, instead of associative memory, in their efforts to impart knowledge. Especially is this true in teaching the alphabet, facts of geography, of history, &c. Being presented in this isolated manner, these characters and facts are soon forgotten, because the child perceives no connection between them and the teacher concludes that the pupil is stupid. The fault is not in the child, but in the method.

To be remembered easily, truth must be arranged in natural or logical order, and so presented that the mind may see the order of dependence. When thus presented memory will not only record the facts, but will recall them at pleasure.

Rule c. We have here two distinct lines of work: development of thought, and power to express it· No idea can be definitely fixed in the mind, and be of practical worth unless it is connected with the proper verbal form. These two lines of work should be carried hand-in-hand through all the grades, and in every study.

In language, the work should begin with its lowest related pair: first the idea and its sign, the word; second, the judgment and its outward form, the sentence; and third, the related judgments, and their written form, discourse.

The final test of the pupil's knowledge of any subject, should be his ability to tell it, either orally or in writing. If the truth has been seen clearly enough to be a real possession of the mind, the pupil can stand the test.

Rule d. The habit of associating each new truth with something previously learned, and to which it is related, needs to be cultivated by the pupil. The more prominent relations which link perceptions together, are likeness, unlikeness and dependence. Objects alike or unlike in their qualities, or those depending upon one another may be associated mentally, so that either will suggest the other. Thus the mind is relieved of the strain necessary to recall isolated facts as in the exercise of arbitrary memory.

Rule e. Ideas, to be remembered, must be frequently recalled. Only those perceptions which make a deep impression, are long retained. The idea may be so forcible as to make that impression at once; if not, it must be repeated to deepen and strengthen the impression.

Rule f. The memory must be judiciously exercised. Opportunities for this will be found in every branch of study; yet special exercises for training memory are valuable, such as reproducing stories read or related by the teacher, memorizing "gems of thought," etc.

(5) Imagination.—The mental power next in order of development, is imagination. Some one has defined it as "the mind's artist"—as the picture-loving and picture-making power.

This faculty depends for materials, upon perception and memory. It combines anew the elements furnished by these powers, thus forming images, or mental pictures; wholly different, perhaps, from anything the mind has before conceived.

Imagination, properly cultivated, leads to an appreciation of the beautiful and useful, as also to their invention. To it, more than to any other faculty, we are indebted for the progress made in science and in art.

Reading, Geography, and History, afford the best opportunities for cultivating this important faculty. As special exercises in connection with these studies the pupils should be encouraged:

a. To form vivid mental pictures of the scenes, incidents, and actors mentioned in the lesson, and in the order of their introduction; also, to draw on his imagination for further details.

b. To give a verbal or written account of an imagination journey to the country, or to some distant part of the world, describing the people, scenery, &c., met with on the way.

c. To draw ideal pictures of landscapes, people, &c.

2. *The second, or Intermediate Stage:*—In this stage of mental development, the perceptive and representative faculties, are still active; while the powers (abstraction, judgment, generalization, &c.) are coming into greater prominence than before. This stage is reached, perhaps, about the age of twelve or thirteen.

The appeal to the reasoning powers should now be greater than in the preceding stage; and yet, the pupil must still be led to see the truth clearly, before the abstract and formal statement of it is presented to him. Moreover, the work should not be considered complete until the pupil is able to formulate the truth as a definition, principle or rule, to which he has been led by a proper induction.

Teachers too often require pupils to commit to memory the definitions and rules of a subject, before teaching the subject itself; forgetting that these definitions &c., are the results of an induction based upon facts obtained from observation; and that, being generalizations of facts, they are unintelligible to the pupil so long as he is unacquainted with the facts themselves. The method of instruction, then, in this stage must be *inductive.* The pupil must be encouraged to observe the facts for himself, and to collect, as far as may be, an experience of his own; and when a sufficient number of facts have been obtained for a proper basis, and a clear and vivid conception of them given the pupil, he should be led to see the truth contained in the definition or rule, and be required to state it in clear and concise language.

If thus taught, the truth will be more likely to become a permanent possesion of the mind.

This inductive method should be carefully observed throughout the grammar department in which the pupils are engaged in the study of technical grammar and arithmetic. The truth being first developed in a series of mental operations, involving small numbers, is applied to more difficult written work, and finally presented in the formal definitions and rules.

The processes of development during this period should be substantially the same as those already mentioned.

Since from facts observed and recorded in the mind, inferences are made and conclusion drawn; and since the value of these last depends upon the accuracy of the perceptions and the faithfulness with which the memory has recorded them, it will be seen that the perceptive and representative faculties are the foundation of all higher mental operations, and should, therefore, receive constant and careful cultivation. The higher pewers—reason and judgment—will find appropriate exercise in the studies of these grades.

3. *The Third, or Reflective Stage:*—The ultimate stage of mental development may be termed the reflective period. The powers of mind have now become so matured that the pupil is able to receive truth from a general, abstract, or formal statement of it. This point being reached, definitions, principles, &c., may be given first; and illustrations, demonstrations, and applications afterwards. This method of instruction, though suited possibly to more advanced college classes, has no place in the elementary, or even High School; hence, we give it no further consideration here.

We can only say here that in formulating a course of study, with a viewof securing the true ends of education, several things must be considered; first, the powers of the pupil to be developed; second, the subjects best suited for the purpose; third, the order of these studies; fourth, the number the pupil can profitably carry at one time; and fifth, the relative time to be devoted to each.

The first consideration is of prime importance. Since the mind thinks, feels, and wills, it is evident that means must be provided for training the intellect, the sensibilities, and the will, that the individual may be led to think right, feel right, and act right. The regular school studies should furnish abundant exercises for the cultivation of the intellect; the lessons in morals and the study of graded selections in literature, including biographies of good men, should be employed to develop the sensibilities; and both of the above, together with proper school discipline, will afford means for the culture of the will. The ultimate object of all of these should be the development of character—a character so strong and noble that the pupil will become a law unto himself, and do right—not from the force of external rules, or through any slavish fear of punishment, but for its sake and for the higher reward it brings.

The second consideration is also important. As the subjects selected must furnish not only the basis of intellectual culture, but also the source of necessary knowledge, two points should be kept in view: (1) the value of these studies as a means of culture (2) their capacity to yield information.

For these purposes, the course of study below the High School should be substantially the same for all pupils. In the High School, the aim is to make it as flexible as circumstances will allow, that the pupil may select his studies with some reference to his tastes, capabilities, and future calling.

The work in the lower grades should be made almost entirely oral, the only text book in the hands of the pupil, being a reader. This should be done in order that the child may be led to practice knowledge of things by being required to observe, think, and infer for himself instead of committing to memory pages of the book with scarcely an idea of the meaning.

Educational Miscellany.

Compulsory School Laws.

For the information of educators and specially members of our in-coming Legislature and because the subject is of growing interest, we publish the following compend of the compulsory features of the school laws of the various States, compiled by General John Eaton, United States Commissioner of Education:

ACTS TO ENFORCE THE EDUCATIONAL RIGHTS OF CHILDREN.

CALIFORNIA—Date of law, March 28, 1874. Age for compulsory attendance, 8 to 14; time each year, at least two thirds of that during which a public school is taught in the place of a child's residence, 12 weeks of the time to be consecutive. Penalty, unless excused for cause, not more than $20 for a first offence; $20 to $50 for each subsequent one.—*School Laws of California, edition of* 1883, *p.* 47.

CONNECTICUT—Date of law, 1882. Age for compulsory attendance, 8 to 14. Time each year, at least 12 weeks, 6 of them consecutive. Penalty; unless excused for cause shown, not to exceed $5 for each week of failure to comply with law. Further special provision against employment of children under 15 to labor unless the above amount of school attendance has been had. Penalty for employment without evidence of such instruction not to exceed $50 for the employer; $7 or 30 days imprisonment for a parent or guardian endeavoring to evade the provisions of the act.—*School Laws of Connecticut, edition of* 1883, *pp.* 1, 2.

ACT TO SECURE TO ALL CHILDREN THE BENEFIT OF ELEMENTARY EDUCATION.

ILLINOIS—Date of law, June 23, 1883· Age for compulsory attendance, 8 to 14. Time each year not less than 12 weeks, unless excused because of mental or physical infirmities, previous instruction, or two miles distant from school. Penalty for disobedience, a fine of $5 to $20 on an offending parent or guardian; $10 on any school officer neglecting to prosecute for such offenses. These fines to go for school purposes.—*Illinois School Law*, 1872—1873, *pp.* 82, 83.

ACT REQUIRING THE EDUCATION OF ALL HEALTHY CHILDREN.

KANSAS—Date of law, March 9, 1874. Age for compulsory education, 8 to 14. Time each year at least 12 weeks, 6 of them consecutive. Penalty, unless excused, $5 to $10 for first offence; $10 to $20 for subsequent ones. School officers to inquire into cases of neglect and prosecute, or be liable to a fine of $20 to $50.—*School laws of Kansas*, 1881, *pp.* 83, 84.

MAINE—Date of act, February 22, 1875. Age for compulsory attendance 9 to 15. Time each year at least 12 weeks, unless excused by school officers for cause shown. Penalty for violation of law $1 to $5 and costs of prosecution for an offending parent, and the same for a child that neglects or refuses to attend school. School committee or town supervisor to enforce this.—*School Law of Maine, including changes of* 1883 *in State School Report* 1881—2, *pp.* 115, 117.

ACT RELATING TO THE ATTENDANCE OF CHILDREN AT SCHOOL.

MASSACHUSETTS—Date of act, May 12, 1673· Age for compulsory attendance 8 to 12. Time each year at least 20 weeks, unless excused. Penalty for neglect not to exceed $20. Truant officers to inquire into all cases of neglect and prosecute. Uneducated children under 14 not to be employed on penalty of $20 to $50 by law of 1876.—School Laws in State Report of 1881—82, pp. 129, 136, and also pp. 136, 137, Report of 1882—83.

MICHIGAN—Date of original act, April 15, 1871: repealed 1881, re-enacted 1883, to take effect September 7. Age for compulsory attendance 8 to 14. Time each year at least 4 months, 6 weeks of which to be consecutive. Without this 4 months no child to be employed to labor in any business, and any child discharged temporarily from such employment to be sent to school for the time covered by such discharges. Penalty for neglect of these provisions $5 to $10 for a first offense, and not less than $10 for any subsequent one.—School Laws of Michigan, edition of 1879, p. 34, and edition of 1881, appended amendments of 1883, page 5.

NEVADA—Date of act, February 25. 1873. Age for compulsory attendance 8 to 14. Time each year at least 16 weeks, 8 of them to be continuous· Penalty for a first violation $50 to $100, for others $100 to $200. —School Law, edition of 1879, p. 24.

New Hampshire—Date of act, July 14, 1871. Age for compulsory attendance 8 to 14. Time each year at least 12 weeks, 6 of them consecutive. Penalty for violation $10 for a first offense; $20 for any subsequent one. School committees to prosecute on pain of $20 for each case of neglect. Employment of children under 16 without the 12 weeks previous instruction, or under 14 without 6 months, forbidden except in vacations of the schools or when adequately instructed. Under 10 not to be employed at all.—General Laws 1878, pp. 222, 223.

New Jersey—Act passed March 27, 1884; amended April 9. 1876. Age of compulsory attendance 8 to 14. Time each year at least 12 weeks, 6 of them consecutive. Penalty $2 for a first violation of the law, and $3 for subsequent ones per week, not to exceed 12 weeks a year.—School Law of New Jersey, edition of 1881, p. 37.

New York—Act passed May 11, 1874; amended extensively in 1876. Age of compulsory attendance 8 to 14. Time each year at least 14 weeks, 8 of them consecutive, and no child under 14 to be employed in labor during school sessions without 14 weeks schooling in the preceding school year. Penalty for violation $50 for each offense against this last requirement; $1 for a first violation of the former, with $5 additional for every week up to 13 in which the offence is continued. Still other provisions.—School Code of New York 1879, pp. 94, 98, 358, 364.

Ohio—Act passed March 20, 1877. Age for compulsory attendance 8 to 14. Time each year 12 weeks at least, of which at least 6 must be consecutive. Children under 14 not to be employed within this 12 weeks preceding schooling. Penalty for violation of either provision $2 to $5 for a first offence, and $5 to $10 for every subsequent one.—Ohio School Laws, edition of 1880, pp. 75, 77; Ohio State School Report 1877, p. 104.

Pennsylvania—Acts of April 21, 1849, and of May 1, 1855, provide against employment of minors under 13 years in factories on penalty of $60 for each offence; against employment of any, 13 to 16, without at least 3 consecutive months of previous schooling in the year of such employment, under penalty of $50 each from the person employing and the parent or guardian consenting to such employment. (These Pennsylvania laws are not as clear in their wording as may reasonably be desired. They may be clearer in the original statute books.)—Pennsylvania School Laws, edition of 1882.

Rhode Island—By act of January, 1851, forbade the employment of minors under 10 years of age in any manufacturing establishment, unless such minors have attended school for at least three months in the year preceding the employment; and no such minor may be employed for more than 9 months in any calendar year.—School Manual of R. I., 1882, pp. 60, 61.

Texas—By laws of August 13, 1870, April 24, 1871, and later, required the attendance of all her scholastic population in the public schools of their respective districts at least 4 months each year. Penalty in later laws up to $25. Laws dropped in the revision of 1876. Successive laws on file.

Vermont—Passed November 21, 1876, and amended November 23, 1870, a compulsory school law. Age for compulsory attendance 8 to 14. Time each school year at least 3 months. Penalty for a child violating the law, liability to arrest and forcible placing in schools; for a parent, after notice and neglect, $10 to $20 fine.—Revised laws of Vermont, 1880, Title 10, Chapter 40.

Wisconsin—March 19, 1873, passed an act requiring habitually truant children in cities, between 8 and 17 years of age, to be placed in truant schools and required to attend these daily. In 1879 passed a law requiring children 7 to 15 years of age to be sent to school at least 12 weeks in each school year, unless excused for cause. Penalty on parents, &c., $5 to 10 for a first offence, and $10 to 20 for each subsequent one.—Laws of Wisconsin relating to common schools, edition of 1880, pp. 59, 60.

Arizona—In 1875, February 9, "An act Relating to Compulsory Education," was approved, making the age for such education 8 to 14; the time each year at least 16 weeks, of which at least 8 must be consecutive. Penalty for violation, $50 to 100 for a first offence and $100 to 200 for any subsequent one with costs. Repealed 1883.

Dakota—In its new school law of March 8, 1883, has embodied a provision making education compulsory for unexcused children 10 to 14 years of age during at least 12 weeks in each school year, 6 of them to be consecutive. Penalty for violation $3 to 10.—School Laws of 1883, Sections 119, 120.

District of Columbia—In 1864 a law was passed requiring children 8 to 14 years of age to be made to attend school at least 12 weeks each year, 6 of these weeks to be consecutive, unless there be cause for excuse. Penalty $20.—Revised Statutes relating to District of Columbia, 1873—75, pp. 31, 32: date of act June 25, 1864.

New Mexico—The Govenor, in his report to the Secretary of the Interior, 1881, says: "Education is compulsory for 5 months in the year."—Report, p. 16.

Washington—In its school law approved November 9, 1877, Washington required that in cities or villages with more than 400 inhabitants, children 8 to 16 should be sent to school at least 6 months each school year, 6 weeks to be consecutive, unless excused for cause. No penalty.—School Law of 1877, Title 12, Section 69.

Wyoming—By act of December 12, 1873, and amendments of December 11, 1875, and December 15, 1877, children 7 to 21 are sent to school at least 3 months of every year, unless excused. Penalty in case of children 7 to 15 a fine not to exceed $25 for each offence. —School Laws, 1878.

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The Weekly will not be discontinued to responsible parties until so ordered. Read the newspaper decisions below. Bills will be rendered from time to time and prompt payment will be expected.

Subscribers wishing to introduce the Weekly to their friends should write for sample copies, which will be sent free to any address.

NEWSPAPER DECISIONS.

1. *Any person who takes a paper regularly from the post office,—whether directed to his name or another's, or whether he has subscribed or not—is responsible for the payment.*

2. ***If a person orders his paper discontinued, he must pay all arrearages, or the publisher may continue to send it until payment is made, and collect the whole amount whether the paper is taken from the office or not.***

Address all letters, telegrams, etc., pertaining to the business management of the Weekly, and make drafts, money orders and checks payable to C. S. Olcott, 24 South Pennsylvania Street, Indianapolis. Matter intended for the columns of the Weekly should be addressed to J. M. Olcott, Greencastle, Ind.

The arrangements for the Indiana Educational Exhibit at New Orleans are progressing rapidly. A number of manuals have reached the State Superindent's office and not a few photographs of school buildings. The county newspapers, it is noticed, are beginning to publish the educational matter requested. Mr. Holcombe has had assurance of the co-operation of a large number of county and city superintendents and says there is every reason to believe the exhibit will be a success. The services of *all the teachers* are needed, however, to make the display all it should be, and we hope to see a general activity all along the line between now and the first of January.

The genuine interest manifested in the success of the EDUCATIONAL WEEKLY, as made known to us by letter and postal card received almost daily is very gratifying indeed. Our greatest ambition is to do the most we can to advance education in a general way, and especially to aid teachers who are ambitious to know more of the underlying principles of professional success. When we receive letters thanking us for words that have been printed in the WEEKLY, we recognize the *best reward* for labor, and feel encouraged to double diligence. There is abundance of work for the WEEKLY to do, and while we do our part as best we can, we feel that a part of our duty would be left undone were we not to ask our readers to present the merits of the WEEKLY occasionally to their immediate friends and ask them to subscribe. If the weekly visit of a paper helps you as a teacher, is it not a part of your duty, as well as a pleasure, to encourage others to improve by the same method? We hold that it is a part of the duty of every teacher to aid in the circulation of educational papers. Take the EDUCATIONAL WEEKLY with you to the Township Institute, and invite some one to subscribe. *Try it just once.*

THE STATE ASSOCIATION.

We print again the full program of the State Teachers' Association, including programs of the High School Section and College Association so that the teachers may become familiar with the subjects to be discussed and to remind them of the annual feast in which all are interested. The program is inviting and practical. Last year the attendance was large, but it should be larger this year. Make arrangements in time to attend in full force. The moral effect of a large attendance annually upon these meetings is worth the cost.

METHODS OF INSTRUCTION.

The term Method when implied to instruction has reference to the particular mode in which the subject matter of education is developed and presented to the mind. It is merely the outward form, while instruction is the substance. It is the shell, while the instruction communicated is the kernal. But the kernel determines the form of the shell, not the shell that of the kernel. So it is with method—it must always be determined by the object aimed at. It must vary with the views a teacher may entertain in regard to what constitutes an education. And here we find a fundamental argument in favor of "Reading Circles" for teachers and all other aids to elevate and broaden their *standard educational views*. To one who considers education as consisting in the communication of facts only or chiefly, in leading the memory without cultivating the imagination or the reason, *method* must differ widely from the one on the other hand who regards education as the development of an inward life, as evolving into harmonious activity all the powers or possibilities which the Creator has bestowed upon child nature. In all questions of method, therefore, the first point to be settled is what is the end of education, or purpose of the school. And this question is all the more important because the question of method entirely depends upon it, and can never be determined logically on any other basis. When we have fully determined in our own minds the end of education, with a definiteness equal to the most perfect ideal of the sculptor or the painter, without which neither could produce results, we are at the threshold of the question of method. Prior to this any effort to discuss the question of *method*, is futile. Its solution depends upon our understanding of the first question. The solution of the first question comes from the study of the human mind. Practice in a training school or *experience* in teaching, is inadequate to the determination of this fundamental problem. Without the previous study of the human mind, in attempting to grasp and apply given methods of instruction, young teachers strike in the dark. To be able to suit instruction to the circumstances of the children taught, is the real test of a teacher, but it requires that the master come in *living contact* with the intellectual pupil. Who but a philosopher can meet this requirement? And who does not know when it is not met that serious injury follows? Take an example; the power to read with intelligence is the greatest benefit which school education bestows upon us; for this enables us to educate ourselves in after life. Not unnaturally, therefore, the reading lesson occupies the principal place in the common school. It does not follow from this, however, that it should hold the principal place in the *infant* school, for the proper study of it requires certain powers which the child in the first period of his education does not possess. It is self-evident that *reading* is an effort for the child, while *conversation* is not. It is impossible for him to fix his eyes upon a page, and to thread his way from word to word, and from line to line, in their close succession, without feeling a strain upon the nerves of sight, and through them upon the brain, which has only to be prolonged to do him serious injury. To read with intelligence is a *double* or complex effort. The mechanical motion tends from the first to outstrip the mental, and the effort to keep them together is the most painful to which the infant can be subjected. A teacher who has attained to the mastery of the human mind as a science is competent to judge of the complex nature of the various school exercises, and knowing the mental capacity and condition of each child mind to be instructed has within reach the conditions for determining method. In the presence of such a teacher, whatever the grade of school work, whether primary or advanced, in the kindergarten or the high school, individuality begins to unfold itself. Self-activity is let loose, conscience, is liberated, the man is developed, and method conforms in each individual case to the requirements of unchained mental power. *Thinking* and *doing* take the place of *memorizing* and *saying*, and the school itself becomes an indescribable organism of individuality and self-evolving energy harmoniously combined.

DOING BY SAMPLE.

The tendency to form habits of imitation in school work is unconsciously making its way at the expense of better habits of thought. In the primary school the children imitate the teacher in the pronunciation of every word, in the expression of every thought, in the analysis of almost every question in arithmetic, and in the style of penmanship and drawing. As they advance in the course of study the *habit* of imitating goes with them. This habit requires that what they do must be *like* something else done before their eyes. An arithmetical problem is readily solved when *like* the *preceding* one. The *habit*, when formed, enables them to do good work of a *kind*, but not the *best kind*. They solve problems independently and in good shape after a *pattern*. Their habit of study takes on the same characteristics. They seek *likeness*. They gain power to imitate well—they become good automatons, but they are not able to *create*, *originate*, to grasp the idea and seize the underlying principle. They do not study to a purpose. For fear of missing, should they attempt to rely upon their knowledge of the subject, they are driven to the extremity of memorizing the text, whatever that may be. When the habit of imitation has become a fixed habit of study, and we insist that this is the tendency, its very existence produces the possibility of developing either spontaneous or homogeneous thought. In large classes much is required of teachers, results are expected, and not unfrequently does it happen that the "short cut" to results is through the imitative process. The large class goes bounding on, results are obtained, but what of the habits formed? What if nothing is gained but foolish imitation in the way of habits? What becomes of the poor student who attempts to complete an ordinary High School course of study on the imitative plan? In algebra he changes the sign in subtraction because that is the "way to do it." He solves an equation like the preceding one. In geometrical progression he can get the answer with the formula before him. In Geometry he depends upon memory alone. In Rhetoric he seeks to find an example like the one given, and so on through the entire course of study. The teacher who finds his pupils possessed of this pernicious habit of study, has no easy task before him. To reinstate a normal condition of mental growth, calls for a new creation. The old habit must be eradicated, a new one created. It is more than development that is required when pupils have formed a pernicious habit of study. It means creative energy. Much copying is required in school work in these days. The scratch book has come into school. It is secretly working a revolution. But is it a forward movement or a backward one

Originally text-books were made to be studied. With the use of the scratch-book much of the text which was intended to be learned, is copied into the scratch-book instead. Pupils called upon to write a composition proceed at once with scratch-book in hand to transfer a composition from the cyclopedia. This only needs to be copied with pen and ink on "regulation paper" and read at the proper time. The misfortune growing out of all this scratch-book tendency is the formation of habits which lead directly to copying and the tendency of copying is to imitate. Hard thinking is quickly shelved, it is so much easier to use a pencil and think by proxy. To develop thinking, pupils must think, not write. To develop memory pupils must remember, not write down on paper that which is to be remembered. To develop the perceptive faculties they will not make progress by writing statements given to them by the teacher. To secure mental discipline we must not allow the mind's productive powers to lie dormant. Vigorous self-thinking, independent mental exertion is necessary to secure mental growth. It can never be otherwise. Pupils should never be made passive recipients of knowledge by any method. Those methods of study should be insisted upon which throw pupils most upon their own resources, which call out the originality that they possess. Facts should be communicated in such a manner as to suggest other facts. One effort in reasoning stimulates to other efforts. One trial of strength induces other trials. One difficulty ovecome, excites an ambition to triumph over other difficulties. The mind should come in contact with the subject of thought without an intervening scratch-book; it must not take the thought at second hand as when copying from another; it must not suppose that reason can be baffled by any process of imitation.

THE STATE UNIVERSITY.

How often it happens that one calamity swiftly follows in the footsteps of another. Only about one year ago a disastrous fire destroyed most of the valuable property belonging to the State in connection with the University. It was then hinted more than once that, under the circumstances, it might be as well not to rebuild, but before a Legislature could convene and partly for fear of unfriendly legislation in the event the State should be called upon to repair the loss by fire out of its already depleted treasury, by a masterly and timely appeal to the local interests of the citizens of Bloomington and Monroe County, Lemuel Moss, then the honored President, succeeded in raising the means with which to more than repair the loss sustained by the fearful conflagration without calling upon the State for a dollar, and at the opening of the present college year, the announcement was duly made that never before was the State University in so good a condition to receive students. In 1858, when the talented Wm. M. Daily was the honored President, a similar announcement was made, but there was pending a worse calamity than fire. The moral head of the Institution was burning with crime, and the Institution put on her first veil of shame. The sound morality and enduring chastity of Dr. Cyrus Nutt came to the rescue, and again the old State College stood on the solid rock of Christian morality when Dr. Andrew Wylie so firmly planted it. But what shall we say now, after twenty-six years of prosperity, after adding scores of prominent and useful men to the roll of alumni, we are called upon the second time to bite the dust because of a calamity which insurance policies do not cover, and beyond the *ken of* mental apprehension. Such seems to be the pending situation at Bloomington now. The unexpected seems to happen. How like a clap of thunder from a clear sky. A moral earthquake. We would it were not so.

Practical Lessons.

United States History in its Relation to European History.—V.

D. NEGRO SLAVERY IN AMERICA. (Its effect upon our citizens.)

I. Prevalence of slavery in old countries.

II. Why not abolished by Christians. Slavery increased by war with the Turks.

III. Traffic in negro slaves begun in Europe by wars with Moors.

IV. Introduction in Virginia by Dutch man-of-war.

V. Emancipation forbidden by George III.

Negro slavery introduced by the mercantile avarice of a foreign nation and subsequently riveted by the policy of England, has been fruitful of results, the influence of which in swaying the destinies of the western world, is incalculable. Slavery and the slave trade are older than the records of human society; they are found to have existed wherever the savage hunter began to assume the habits of pastoral or agricultural life; and with the exception of Australasia, they have extended to every nation of civilized antiquity. The earliest glimpses of Egyptian history exhibit pictures of bondage. The Hebrews when they burst the bands of their own thraldom, carried with them beyond the desert the institution of slavery. The countries that bordered on Palestine were equally familiar with domestic servitude, and even the Sythians of the desert had established slavery throughout the plains and forests of the unknown North. Greece had inherited the custom from her ancestors and pursued it in its worst form, while Rome was a devotee to the nefarious practice which subsequently materially hastened her downfall.

The middle ages saw the evil unabated. The Saxon race carried the most repulsive forms of slavery to England, when not half the population could assert a right to freedom. The Germans soon imbibed its poisons and made the shores of the Baltic the scene of the most desolating traffic, while their long wars with the Slavonic nations of the North gave to the trade its greatest activity and filled all Europe with countless numbers of victims until the very name of the Slavonic nations was given to servitude itself.

France, Italy, Sicily and other States were tolerant of the trade and slavery was as general throughout Europe as it had been in the Orient.

It may be wondered that the Christian religion did not accomplish the abolition of slavery at the time of its greatest evils. "This might have been the case," suggests Bancroft, "had it not been for the hostility between the Christian church and the followers of Mahomet." In this sense, the Crusades affected the slave trade, and in turn, the History of America. For the capture of a Christian by a Turk meant apostasy or servitude, and Christian nations had naught to do but to retaliate in the same way. "But all this," further says the historian, "might have had no influence upon the destinies of America, but for the long and doubtful struggle between the Christians and Moors in the west of Europe, where, for more than seven centuries, and in more than three thousand battles, the two religions were arrayed against each other, and bondage was the reciprocal doom of the captives."

To condense his argument on this point, much too long for our purpose, the final victory of the Spaniards over the Moors of Grenada was signalized by a great emigration to Northern Africa, and the shores of that country became a nest of pirates, who made constant depredations upon the Christians of the land, whose doom was servitude, Hatred of the Moors extended to all the Africans and "an indiscriminate and retaliating bigotry felt no remorse in dooming the sons of Africa to bondage."

Thus was the traffic in negro slaves established in Europe, long before the colonization of America. What was, in such measure, a part of Europe's condition must, in accordance with natural laws, soon be transmitted to America. A Dutch man-of-war, entering the harbor of Jamestown in 1619 brought the first cargo of slaves to Virginia.

Slavery might not have had more than a moderate influence upon the history of America and its condition to-day, had not an English monarch, by a wilful act, cemented it upon our institutions. In the days of the reign of George III the American people were everywhere clamoring for a prohibition by law of the traffic in slaves. Petitions for the checking of "so very pernicious a commerce" were everywhere being adopted. The governor of Virginia, yielding to the popular demand, himself begged the King for power to prohibit the slave trade by law, and Lord Mansfield supported the petition in an eloquent speech before the King. But George III said "no," and as long as legislation was subject to his veto, America was powerless to act.

When Independence was established, already a slight antagonism had broken out between the north and the south, and Jefferson's clause in the Declaration of Independence denouncing slavery and the slave trade was omitted in deference to South Carolina and Georgia. Had George III withheld his untimely opposition to emancipation, that result might have been accomplished without the shedding of a drop of blood, and the civil war of 1861, if indeed it had been fought at all, would have been carried on without reference to the freedom of the slaves. It is hard to estimate what might have been the condition of America had the slaves been made free a hundred years ago. It is certainly true that one of the most perplexing problems now to be grappled with, would have long since been determined.

But this was only one of the despotic acts of George III, to whose obtuseness, America really owes on the other hand many blessings.

(to be continued.)

Facts, Figures and Personals.

Mrs. J. H. Sammis is still at Waveland doing good work.

L. C. Frame continues in charge of the schools at Bloomfield.

W. B. Sayler has taken charge of the American Normal College at Logansport.

The programme of the College Association appears in this number of the WEEKLY.

Miss Cora Lloyd has been appointed teacher of physics in the Greencastle High School.

83⅓ per cent of the Teachers of Wayne County, attended the first meeting of Townshiy Institutes this year.

Dr. John Mickleborough has resigned the principalship of the Hope Normal School and has returned to Cincinnati.

Prof. Jordan of the State University, will be occupied until December 1st. arranging the exhibit of fishes for the Exposition at New Orleans.

Prof. Howard Sandison of the State Normal School is filling a number of engagements at County Teachers' Conventions. His lectures are always interesting.

The announcement of the death of Bishop Wiley, of the Methodist Church, November 22, at Foo-chow, China, was sudden and unexpected. He was elected a bishop of the church in 1872.

W. F. L. Sanders, Superintendent of the Cambridge City schools, is now closely engaged in the preparation of a text book in physiology. His work on the English Language is a standard class book.

The fourth annual session of the Parke County Teachers' Association will be held at Rockville, November 28th and 29th. The programme is full and arranged in good taste. A large attendance is expected.

The announcement of the Electric Exhibition Lecture, to be given by Prof. J. B. DeMotte on Wednesday evening, December 10, as a part of the DePauw Lecture Course, is exciting a great deal of interest. A large audience and the most brilliant lecture of the season are expected.

Geo. F. Potts, of Sulivan, writes: "About one hundred of the Sullivan County teachers will take the Reading Circle work and seem satisfied with the selection of books made by the committee. May you enjoy a liberal patronage for your valuable paper and live to see it become the foremost of its kind in the land."

Indiana State Teachers' Association.

31ST SESSION—DEC. 29, 30, 31, 1884.

PROGRAMME.

Monday Evening, 7:30 *P. M.*

1. Opening Exercises.
2. Address of Retiring President—Jno. S. Irwin, Ft. Wayne.
3. Inaugural Address—H. B. Hill, Co. Supt., Dearborn Co.
4. Miscellaneous Business—Appointment of Committees.

Tuesday Morning—9 *A. M.*

1. Opening Exercises.
2. Paper—"The Frœbelian Idea"—Mrs. E. A. Blaker, Indianapolis.
   Discussion opened by D. M. Nelson, Rensselaer.
3. Address—"The Moral Education of the Young"—Rev. O. C. McCulloch, Indianapolis.
4. Paper—"Profit and Loss of the Graded School System"—D. D. Luke, Ligonier, Ind.
   Discussion opened by W. H. Elson. Co. Supt., Parke Co.

Tuesday Afternoon—2 *P. M.*

1. Paper—"Education—a Way, a Method, or a Science?"—G. F. Kenaston, Supt. Schools, Attica.
   Discussion opened by
2. Annual Address—"Learning to Do by Doing"—Col. F. W. Parker, Normalville, Ills.
3. Miscellaneous Business—Appointment of Committee on Officers.

Tuesday Evening—7:30 *P. M.*

Popular Lecture—"Womanhood in Shakespeare"—Wallace Bruce, New York.

Wednesday Morning—9 *A. M.*

1. Opening Exercises.
2. Paper—"Personality in Teaching"—Ella E. Munson, Late Supt. Schools, Mitchell.
   Discussion opened by Jos. Carhart; Prof. Elocution and Oratory, DePauw University.
3. Address—"The Philosophy of Teaching"—E. E. White, A. M. LL. D., Cincinnati, O.
4. Paper—"The Citizenship of the Teacher"—Edward Taylor, Supt. Schools, Vincennes.
   Discussion opened by Erastus Test, Richmond Normal school.

Wednesday Afternoon—2 *P. M.*

1. Paper—"The Examination Question"—Margarett Lawrence, Teacher Science and English, Frankfort High School.
   Discussion opened by F. D. Churchill, Supt. Schools Aurora.
2. Paper—"The Element of Trust in Government"—Harriett E. Leonard, Prin. Jefferson School, Ft. Wayne.
   Discussion opened by R. A. Ogg, Prin. High School, New Albany.
3. Report of Committees.
4. Miscellaneous Business.

HOTELS.

Headquarters at GRAND HOTEL—Rates, $2 per day. Other Hotels—Bates House, $2.50, English Hotel, $1.50, Occidental Hotel, $1.50: New Denison, full rates.

☞The reduced rates will be given only to those having certificates showing payment of annual dues.

RAILROADS.

The following railroads will sell excursion tickets at 2 cents per mile, each way, upon presentation of certificate from the R. R. Secretary. Tickets good going December 27, 28 and 29, returning at any time until January 1st. inclusive. All railroads centering at Indianapolis; also the G. R. & I. the E. & T. H. the F. C. & L. and the C. W. & M. On the O. & M. R. R. pay full fare to North Vernon or Seymour, and be returned at one-third fare on certificate. Send for certificates early to C. S. Olcott, R. R. Secretary, Indianapolis, Ind.

HIGH SCHOOL SECTION.

The sessions of the High School Section wil be held on the afternoon of December 29 and the morning of December 30.

High School Section of State Teachers' Association, meets at Plymouth Church, Indianapolis.

PROGRAMME.

Monday, Dec. 29, 1884. 2 *P. M.*

1. "The High School's Place in the Educational Economy"—H. G. Woody, Prin. High School, Kokomo.
   Discussion opened by J. C. Black, Prin. High School, Logansport.
2. "Methods of Teaching English Language and Literature in the High Schools of Indiana."—G. P. Brown, Pres. State Normal, Terra Haute.
   Discussion opened by E. E. Smith, Prof. of English Literature, Purdue University, LaFayette.
3. "The Scientific Method and its Educational Value"—Chas. R. Dryer, M. D. High School, Ft. Wayne.
   Discussion opened by Miss M. Hazelett, Prin. of Centennial School, La Fayette.

Tuesday, Dec. 30. 9 *A. M.*

1. "Methods of Teaching Science in the High School"—D. P. Dennis, Prof. of Science, Earlham College, Richmond.
   "Methods in Teaching Physics illustreted"—J. P. Naylor Department of Physics, High School, Indianapolis.
   General Discussion.
2. "How to make the Library do most Service to the School"—James Baldwin, Supt. Schools, Rushville.
   Discussion opened by Supt. Dunn, Crawfordsville.
3. "Studies Necessary for the Duties of Life"—D. S. Kelley, Supt. Schools, Jeffersonville.

Papers limited to 30 minutes.

Short, pointed discussions of the papers are expected from many teachers.

Executive Com. { Mrs. E. M. McRae, Marion.
Mrs. S. Cox, Kokomo.
G. F. Kenaston, Attica.

For rates at Hotels, on Railroads or special information, address, G. F. KENASTON, Attica.

Indiana College Association.

MONDAY, DEC. 29TH, 1884.

2:30 P. M.—Educational Politics—President C. H. Kiracofe, Hartsville University.
3:00 " "—Discussion of Subject—Dr. A. R. Benton, Butler University. Professor A. B. Chaffee, Franklin College.
3:30 " " —General Discussion.
4:00 " " —Appointment of Committees.
4:30 " " —Irregular Business.
7:30 " " —Inaugural Address. The True Evolution—Dr. John Clark Ridpath, De Pauw University.
8:30 " " —Reports of Committees.

TUESDAY, DEC. 30TH.

9:00 A. M.—The True Place of Industrial Education. Professor Robt. B. Warder, Purdue University
9:30 " " —Discussion of subject,—President C. O. Thompson, Rose Polylectnic Institute. Professor John B. DeMotte, DePauw University.
10:00 " " —General Discussion.
10:30 " " —Native and Foreign Teaching of the Modern Languages.—Professor Alma Holman, DePauw University.
11:00 " " —Discussion of the Subject.—Professor Chas. H. Gilbert, State University, Professor C. W. Pearson, Earlham College.
11:30 " " —General Discussion.
1:30 P. M.—Condition of the Physical Development of Indiana.—Dr. John L. Campbell, Wabash College.
2:00 " " —Discussion of the Subject.—Dr. A. W. Brayton, Ind. Medical College, Dr. G. C. Smythe, Central Col. Phys. and Surgeons.
2:30 " " —Science in the Sea. Dr. D. S. Jordon, State University.
3:00 " " —Discussion of the Subject.—Dr. Philip S. Baker, DePauw University.
3.15 " " —Election of Officers, Adjournment.

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The publishers of the The School Supplement purpose issuing a new book on the subject of Arithmetic to offer as a premium with their paper. Rather than pay an individual author a sum of money to prepare such a book as they require, the publishers have divided the sum of Six Hundred Dollars—which they have decided to offer, into One Hundred and Twenty Prizes, arranged in eight groups of $75 each. To correspond with these eight groups of prizes, they have divided the whole subject of Arithmetic into the following eight departments:

1. Addition, Subtraction, Multiplication Division.
2. Factors, Multiples, Fractions, Decimals.
3. Denominate Numbers.
4. Practical Measurements.
5. Percentage, Trade Discount, Profit and Loss. Commission and Brokerage.
6. Interest, Partial Payments, True and Bank Discount. Stocks.
7. Insurance, Taxes, Exchange, Proportion, Partnership.
8. Miscellaneous Practical Exercises and Problems.

Each group of prizes the publishers have subdivided as follows: Five first prizes of $10 each; five second prizes of $3 each; and five third prizes of $2 each. All teachers and students may compete for these prizes upon the following conditions:

Each must send to the publishers, as early as possible, a set of ten examples in Arithmetic based upon the work included in some one of the eight departments already named. The correct answers (not solutions) to the ten examples must also be given. The examples need not necessarily cover the whole work of the department. Each competitor may enter for prizes in as many departments as he chooses, but no one competitor will be awarded prizes in more than five departments.

The Prizes will be Awarded for the fifteen best sets in each department. The arbitrators will take into consideration the originality and practical character of the examples, and their general adaption to public, grammar, and high school work.

The Three Hundred sets of examples which the arbitrators consider the best will be published in book form. Each set will be printed complete, and the name of the compiler will be inserted with it. Together with the Three Thousand Examples secured in this way, the book will contain an entirely new and novel treatment of the whole subject of Arithmetic. The printing and binding will be the best that modern workmanship can turn out.

Every person who sends a set or sets of examples must send therewith One Dollar as his or her subscription to "The School Supplement" for one year. A copy of the Arithmetic will be mailed free to every subscriber on the second day of February, 1885. The latest date for receiving sets of examples in departments 1, 2, 3 and 4, will be January 5th, 1885, and in departments 5, 6, 7 and 8, the latest date will be January 10th, 1885. The One Hundred and Twenty Prizes will be mailed by P. O. Order or Bank Draft, to the winners on the second day of February, 1885. The complete results of the competition will be published in the Supplement. Any further explanation or information necessary will be sent cheerfully upon application.

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Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
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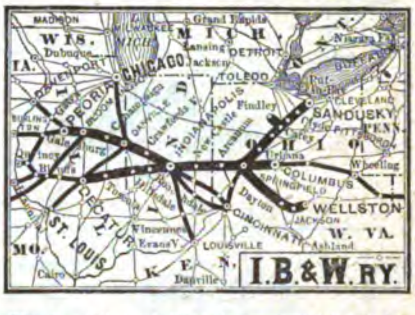

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Muncie	Lv	1·50 "	8.10 "
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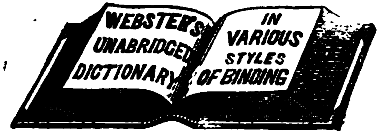

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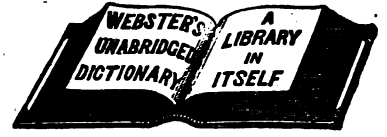

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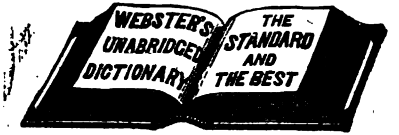

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VOL. III INDIANAPOLIS, INDIANA, DECEMBER 6, 1884. No. 21

Current Events.

Congress starts in this year promptly on the first day of the month. It is to be a short session and not much more than routine work is looked for.

An attempt is to be made at Washington, it is said, to have a reunion of ex-Union and ex-Confederate soldiers at the time of Cleveland's inauguration, as a visible token of the closing of the "bloody chasm" with the "bloody shirt" buried at the bottom of it.

Dr. A. G. Haygood, president of Emory college, Oxford, Ga., has resigned, and Dr. Hopkins, vice president, elected president. Dr. Haygood will give his entire time to the John F. Slater fund. He announced that a northern gentleman, interested in the Slater work, had given $25,000 to Emory college.

The department commander has been notified by the authorities at Washington of the renewel of the reciprocal agreement providing for the crossing of the international boundary line by troops of the United States and Mexico in the pursuit of hostile Indians. Lieutenant Eggleston thereupon crossed into Mexico in pursuit of the band of Indians who recently scalped the Petty family.

President Aurthur has submitted his farewell message to Congress. It is a statesmanlike document and suggestions are not out of place in view of the coming change in administration. He urges a reduction of excise and tariff duties, the rebuilding of the navy and establishment of coast defenses, and elaborates a scheme for the general extention of the foreign trade. He also recommends the suspension of silver coinage.

Foreign.

A mild earthquake was felt in Italy and France on Friday.

Irish disaffection is reported increasing. There is great activity in the secret societies.

It is estimatrd 100,000 persons left Paris during the cholera epidemic. People are now returning in great numbers.

Advices from India indicate a dangerous condition of affairs there. An outbreak of natives is feared and the government has been warned that it is on the eve of a great trial.

The latest news from Gordon is eight weeks old. He is said to be short of ammunition. Wolseley asks reinforcements, and no advance toward Khartoum is probable before February.

Steamers and junks are now running the blockade, the blockading fleet not being sufficient to prevent their passage. It is reported that there is an outbreak of cholera on the French ships.

The French Cabinet hopeless of the success of mediation, and convinced that China is deternined to continue the war, will dispatch 15,000 reinforcements, delaying further operations until spring, when an attack on Canton will probably be made.

The Gaulois has advices that two German men-of-war anchored in Bay St. Lucie, south of Mozambique, and that a German commissioner has informed the Boers of the intention of Germany to construct a railway from St. Lucie to Pretoria, giving the transvaal access to the coast.

The French forces, on the 14th ult., attempted to drive the Chinese sharp-shooters from a hill near Kelung, and were repulsed, with twenty men killed. On the 16th the French shelled the hill and succeeded in recovering the bodies of the killed. The bodies had not been decapitated.

On Sunday Victor Hugo inspected Baratholdi's statute in the presence of Mr. Brulatour, first secretary of the American legation, and a large number of American residents. Hugo said: "This beautiful work of art corresponds with my wishes, and will constitute a pledge of lasting peace between France and America." The statute was decorated with the French and American flags.

Herr Bebel's attack in the Reichstag, on Friday, on the military administration of the government, is causing a great stir in diplomatic circles. Bebel demanded a reduction of the term of military service and suppression for a year of the volontariat He traced the cause of the budget deficit to the growing expenses for armaments, together with the fact that the country was deprived of productive labor by men being forced to serve in the army. He asserted that fourteen times more suicides occured in the army than among the civil population. The Socialist papers publish official statistics showing that this is true.

Educational Miscellany.

Reading.

MISS ALTA BLACKMORE, AURORA, IND.

The study of reading which the ancients deemed of such importance has been so sadly neglected in modern times, that it has almost become a lost art. Why this is true, it is impossible to say, still the fact remains the same, that we have strangely degenerated from the days in which they read "in the law of God, distinctly, and gave the sense and cause them to understand the reading." Therefore it is with exceeding pleasure that we witness the arousing of the people upon this subject and the efforts of those concerned to give it its proper part to play in the education of the young.

Not to speak of its value as the means by which our knowledge of every other subject is obtained, as a means of improvement in composition, for its influence in refining the taste and ennobling the heart, the study of reading is invaluable as a household commodity. In fact it is a mystery to me how a family of children could be satisfactorily reared without its assistance. See what a vista it opens up to the parent. Into it we have not time now to enter, but can only gaze for a moment bewildered by the many paths leading to the abode of virtue and the temple of knowledge, along which the feet of youth may be guided. Perhaps if the habit of reading aloud were indulged in, to a greater extent in the family, mothers would oftener be accosted with, "What shall we read to-night?" than, "Say, ma, where's my hat?" If this custom were generally established, it would undoubtedly prove a much stronger cord than the proverbial apron string with which to tie the boys at home. Music can in no wise be compared with reading as an influence in the family.

We have acknowledged the importance of good reading, and now the thought which presents itself is how to acquire this habit. One of the most important points in teaching reading is the assignment of the lesson. Too many teachers seem possessed with the idea that the class in reading should invariably begin at the first lesson in the book, then take the next and so on, until the book is completed, regardless of the character of the selection or the taste and ability of the pupils. Indeed, there is no doubt that teachers have been guilty of saying, "Take the next lesson," when they had not the remotest idea of what that lesson was about. The teacher, before he comes before his class, should take his book and with the class constantly before his mind, carefully select his lesson. And if his selection occurs on the last page of the book, what matter? If after he has begun to work up a lesson, he finds he has made a mistake and the pupils do not understand or appreciate it, it should be instantly dropped. Then when he has educated his class up to his selection, he may return to it with pleasure and profit. I never yet have derived the smallest benefit from dragging pupils through a lesson they did not understand or that was distasteful to them. This affair of assigning the lesson is fraught with greater significance than at first appears for if a child is habitually set at work above his comprehension he acquires a disorderly, unintelligent manner of reading that is seldom corrected in after life.

The preparation of the lesson. A stated time should be allotted on the program for the preparation of the lesson. The pupil occupies this at his seat, and in the preparation of this as of every other study, let the dictionary be his constant companion. With this friend at his elbow, he goes through the entire lesson hunting out all the words he does not understand or can not pronounce and finding the meaning and pronunciation of each. The dictionary can scarcely be used with profit lower than the fifth year and before this time the pupil has been taught the different sounds of the letters and the use of the diacritical marks; in teaching the use of the dictionary, therefore, you have only to give instruction with regard to finding the words. And there is an art about even this that comes by long practice. Give two or three lessons in the first place upon simply finding words and selecting the definition that applies to the work in hand and then require the pupil to find his own words without your assistance. Never tell a child the meaning or pronunciation of a word unless you feel confident he can not find it in any dictionary to which he has access. It is no charity to give what can by honest toil be gotten. I insist that the mendicancy of the world is created, in a great measure by its charities? May not the mendicancy of the mind result from the same cause. After the pupil has done this work and mastered the thought to the best of his ability, he is ready for you. In the class these words should all be gone over again under the guidance of the teacher for the sake of articulation. Now comes the heart of the work, the study of the thought. Divide the lesson, in your own mind, into sections. For example take the lesson in Appleton's Fourth Reader, entitled, "What Alice said to the kitten." Now, this lesson, seemingly resolves itself into certain parts. Mischief has been done. Who did it? What the mischief was. Alice accuses and reprimands the kitten, then condemns it to punishment. Break it up as you choose, only have a plan. Then develop each thought separately and fully before proceeding to the next.

Reading is mental picture making. As soon as we cease forming pictures in our minds we cease reading. Do not even we often when reading cover our eyes with our hand in order to call up the scene more vividly. These impressions come to the mind of the child like flashes of light. As we grow older we lose the vividness in a great measure. Now if we can satisfy ourselves that the pupil has the picture of the lesson in his mind we may be sure he has the thought. Therefore, we frequently indulge in conversation after this fashion: We read a little story the other day called "The complaint of the wild flowers." "Class, I have a picture in my mind; I wonder if it is anything like yours. John, what do you see in your picture? I see a large field with a brook flowing across one corner of it. Mary, is there anything else in your picture? Some flowers growing beside the brook. O yes, I see them. They are under a large tree. No, no, the flowers are not under a tree in my picture! Why not! Because it says "The sun shone on them all day long." Sure enough! Well, Henry, what do you see? I don't just see where John's brook is; I don't believe mine is in the same place. Where is yours? You may pass to the board and show us. O yes, I see, yours flows along the side of the meadow instead of across the corner. Are there any trees in your picture? Yes, because it says, "The birds had built their nests in a tree close by," and I see two big willow trees just across the brook. There is a whole forest of trees on the other side of my brook! What are the flowers saying to each other? etc."

This is a good way to wake up a sleepy class. It is not possible for a recitation conducted in this manner to be a dull one. It will interest the most stupid child. Then when peculiar expressions occur, get the pupil's idea as to the thought of the author. You will be surprised, many times, at the beauty of their conceit. To illustrate: In Whittier's "Barefoot Boy," where he says:

"Laughed the brook for my delight,
Through the day, and through the night;
Whispering at the garden wall,
Talked with me from fall to fall."

Now, my thought with regard to the expression "from fall to fall," was that the brook talked with the boy constantly, all the year round, from one fall until the next, but the fancy of the class was, that the brook talked with the boy from one tiny water-fall to another, which, you see, was a much prettier interpretation than mine. Why I could just see that brook throwing back sparkle and defiance as it tumbled over the stones.

Good reading requires much thinking on the part of the pupil, and a thoughtful child will often render a passage differently from you. Reading is not arbitrary, hence if his way is as good as yours or what is frequently the case, better, ask his reason for so doing and allow him to keep it. If he is unable to give the reason, lead him to see it.

Every sentence is like a diamond, which flashes back light from any of its faces according as one or another of them is presented to the sun. Therefore the pupil should satisfy his mind as to the thought of the author and express that thought to the exclusion of all others. Now the work is just begun! Now comes the serious business of reading.

To insist that a pupil shall read as he talks is absurd, for he may be a most abominable talker. A natural expression is our aim, but we cannot attain it by simply reading as we are in the habit of speaking. The art of reading is the means by which we acquire this naturalness of expression, and when we have become so artful that we are artless, we have reached our goal.

In the recitation word-coloring should receive attention. We talk a deal about emphasis and think that by merely securing good emphasis we secure good reading. This idea is erroneous. I may read a sentence with faultless emphasis and yet fail to impress you. A little sentence in the second or third reader, I have forgotten which, occurs to me that illustrates my point nicely. "But the captain is a brave man, and the ship is good and strong. I think it will ride through the storm." Read at first employing only emphasis, then again expressing the idea of bravery, goodness and strength, and in the latter part, a sense of relief, simply by the manner of utterance, and you will readily understand my position. I have another in my mind which is a meagre sentence in itself but when properly read becomes rich and warm. "But the birds sing on, for they love the little flower, she is so meek and fair." Make every word mean something. I find that this requires the most work on my part, but it is the beauty of reading.

Cultivate the voice also, to a certain extent. Of course we can not enter into any elaborate course of voice culture, but when your pupils are able to raise or lower the pitch of voice at will, you have gained a strong point. There are rough, harsh voices that must be toned down and made sweet and flexible. The monotony of reading must be broken up by requiring the tone of voice to be varied, according to the sense.

An idea seems to be prevalent that there is a "reading tone" and the pupil exerts himself to sustain it with credit, when if he would only luxuriate in a few little curves and slides, his effort would be less excruciating.

In the accomplishment of this, music is a great help. Teach the scale at all events, for when you say, "Lower your voice" the pupil does not know how to comply, but if you say, "You have mi., now strike lower do".", the required pitch is readily given.

I would not really teach gesture in connection with daily reading, yet there are certain attitudes of the body, movements of the head, and facial expressions that should be encouraged rather than repressed.

After the pupil has read the text to your satisfaction, call upon him to read the same giving synonymous terms for words which you mention. By this means you are sure he understands what he is reading, and enlarges his vocabulary.

Reading is strikingly analogous to music, and what applies to one applies also to the other. I know concert reading is frowned down by some, but, to my mind, it bears the same relation to reading that concert singing or playing does to music. It gives what we call precision of touch or expression.

The ability to read from unfamiliar books and papers is a valuable but severe test of the pupil's skill. Which one of us but, sometimes, finds it difficult to interpret the thought at sight. The teacher's efforts should be supplemented, in every instance, by home reading. We may be filled to the brim with theory still it is practice, in this as in everything else, that makes perfect, and the teacher can give the pupil next to no drill in the school-room. Therefore, urge it upon him. Place an object before him, the pleasure given to father and mother, or what not, and you will find no trouble in interesting any boy or girl in practicing reading at home.

Best Method of College Class-Room Work.

W. T. S.

All the methods in use in the American College may be included in the three following classes: 1. Question and Answer; 2, Recitation; and 3, Lecture. Of the three we do not hesitate to say that the recitation method is the best by far. In the elementary school the question and answer method may be the best, for it may be that the pupil is not sufficiently mature in mind to grasp a discussion and reproduce its arguments in his own language. And yet if the instructor should begin to encourage recitation by topic or by outright reproduction of the thought of the text, he would soon find the pupil able to recite. The lecture method is no doubt good in the professional school in which the pupil is supposed to have been already well trained and to have already acquired an appetizing taste for phenomena and principles so that he will, self-moved, follow out any hints that may be given in the lecture. The college, however lying between the elementary and the professional school cannot, with profit, adopt the methods of either. This is not saying that the question and the lecture may not be used to supplement the recitation. It is very probable that a class may be very profitably questioned after the reciting is done, provided the question is not so shaped that the answer is easy, and doubtless the Junior and Senior classes, especially the latter, may be greatly helped by a lecture delivered or dictated, if it do not take the place of the regular task work. But conceding this much, it must still be maintained that the recitation method is by far the best, and for the following among other reasons:

1. *The student has a strong motive for mastering the lesson assigned.* He finds that he may be called on to recite at any point in the lesson, or he may be asked to reproduce it all. If he be under an experienced instructor the student can make no certain calculation as to how to recite; hence his only safety and certainty of success lies in the complete mastery of the whole task. The question and answer method would tempt the quick-witted student to depend more or less on his ability to guess at the right answer, his guess being the resultant of all the ready inductions that he could, at the moment, institute; and his cleverness being put under contribution to shape the answer to fit either way, like the response of the ancient oracle. Using the method which we here advocate the student is obliged to come face to face with a definite task, and he must squarely succeed or as squarely fail. It may be said that this method is possible only with small classes; and we can see that its best fruits could not be secured in very large classes. And so our reply is that college classes should be small; they should never exceed twenty to twenty-four. Several of our educators are beginning to urge that all large classes be divided into sections of such size that every member can recite at every meeting of the section. Professor Mills, late of Wabash College, urged this with great earnestness.

2. *The recitation method encourages independence of thought.*

The student soon finds that he must get the different parts of the lesson arranged in logical order to be able to recall them easily, and so he soon begins to question as to whether the author himself has followed the best order. By degrees it dawns upon him that strength of thought is characterized by the rigid logic of its processes. From the logic of arrangement he passes on to the discovery that all fundamental truth is related and correlated. At length he dares to offer other explanations and arguments than those used by his author, and so there begins a genuine independence of thought. Often his thinking will be lame and inconsecutive but his professor is present to point out the falacies, and yet encourage the independence. The recitation thus becomes an earnest and yet orderly discussion in which all thought of the mere mastery of a task is forgotten in the eager search after truth. And after a class has had a full taste of such a method —the cold, formal, dry method of mere question and answer seems puerile enough.

3. *It promotes ease and accuracy of expression.*

Most of us have learned or are learning by sad experience how hard it is in the presence of others, especially our superiors, to express ourselves with grace and exactness; and we have found too the ease and accuracy are to be compassed only by long continued practice. The recitation affords just such practice. The student is to express the thought of another, but it is to be done in his own language; and hence there is the double drill of exactly reproducing the thought of another and also creating one's own mode of expression. The instructor is also afforded here an excellent opportunity to correct errors of grammar and the higher faults of style and reasoning.

A student who every day for four years has thus been subjected to a severe drill ought to be able not only to express another's thought but also his own, and it is not too much to say that the great body of forcible and pleasing public speakera and writers have come from the colleges where the recitation method is the one in use. And further it is not too much to say that the best speakers and writers have come from the colleges in which a large place is given to the study of Latin and Greek; for the transaction of those languages into English furnishes a spendid drill in both the directors already referred to—close discrimination in thought, and ease and transparency of expression.

Practical Lessons.

United States History in its Relation to European History.—VI.

E. GROWTH OF SELF GOVERNMENT.

I. Results of Legislation of Kings.

  a. James I.

1. Charter granted to Virginia at first intoleration of rights. Concessions afterwards made—written constitution granted—results
2. His hatred of Puritans.
3. His grants of lands claimed by the French.

b. Charles I.

1. Charter to Massachusetts.
2. Charter to Maryland.

c. Cromwell.

1. Confidence of New England in him.
2. His protection of American interests.

Beginning with James I., it is now the purpose to sketch the progress of the American Colonies in self government, as influenced by the legislation of British monarchs. The question may be asked which has exerted the greater influence upon American institutions, the attention of English sovereigns or their neglect? We shall see. At the beginning of the seventeenth century, when Virginia, with her abundant resources began to attract the wealth and intelligence of England, the King, "too timid to be active, yet too vain to be indifferent," was ready and willing to use all proper means for enlarging his dominions; when, therefore, a company of "men of business and men of rank" formed itself, for the purpose of encouraging colonization in America, James I. became its ready friend, and without hesitation signed his name to a liberal charter. Though by the terms of this charter no rights were given to the corporation, except the single one of "peopling and defending a desert territory;" though the king had been careful to reserve to himself all powers of legislation, and, in the preparation of his code, had taken pains to incorporate not a single element of popular liberty, and to establish all religious forms strictly according to the doctrines and rights of the church within the realm; yet this act constituted the first effort to found an American colony, and subsequent acts of the same monarch determined the character of that foundation. The restrictions of this first charter were in the main overthrown in a decade and a half, for in less than five years after the founding of Jamestown, legislative power was transferred to the hands of the company in England, and the governor of Virginia, appointed by the company, empowered to rule mostly according to his own discretion. In July, 1621, by the efforts of Southampton and others, a written constitution was established for the colonies. In form of government it was analogous to the English Constitution, and its declared purpose was "the greatest comfort and benefit to the people and the prevention of injustice, grievances and oppression."

A general assembly to be chosen by the people was established, and given powers of legislation, reserving to the governor, however, a negative upon all proceedings, and making no law or ordinance valid unless ratified by the company in England. The rights of representative government and of trial by jury thus formed a deep root in American soil which could never be exterminated. Concerning the fruits of this ordinance, upon which "Virginia erected the superstructure of her liberties," Bancroft says: "Its influences were wide and enduring, and can be traced through all history. It constituted the plantation, in its infancy, a nursery of free men; and succeeding generations learned to cherish institutions which were as old as the first period of the prosperity of their fathers.

The privileges then conceded could never be wrested from the Virginians; and as new colonies arose they could only hope to gain emigrants by bestowing franchises as large as those of their elder rival." Thus did King James, "the patron of the Colonies," build wiser than he knew in favoring colonization in Virginia, and his concessions in matters of government, though without design on his part, extended to America a general and far-reaching benefit.

To another class of colonists James was not so favorable. We have already alluded to the persecution of Puritans as of a beneficial result to America. For this James I. was largely responsible. To use his own language "he had, from his cradle, been haunted by a Puritan devil which he feared would not leave him to his grave: and he would hazard his crown but he would suppress these malicious spirits." It was this spirit in James I, that drove the Puritans to America; it was reserved to his successor to grant to them the charter which should secure to them their innate rights.

In another way did James influence the history of America. By unreasonable pretensions to territory he had given away lands to be settled, which had already, with a better title, on the ground of discovery, been granted by the French king, and occupied by his subjects, thus scattering broad-cast the seeds of future wars.

Charles I. granted to Massachusetts a charter which was to be the bulwark of her liberties; but his chief service to that colony may best be considered under the head of the influences of kingly neglect.

We have already briefly outlined the founding of religious liberty and toleration in Maryland, and with civil liberty and self-government its subsequent growth To the glory of Charles I. be it said, that his liberality was the source of this prosperity and happiness, for he is the sovereign who granted to the proprietary of Maryland the charter establishing and confirming these rights.

Though Oliver Cromwell was not a king, as he had the same power as a king, at least so far as America is concerned, it will not be improper to consider him here. As a Puritan of the sternest sort, Cromwell ever enjoyed the confidence of New England, and in turn had declared himself "truly ready to serve the brethren and churches in America" His interest in them was sincere and of great benefit to their institutions. "The American colonies remember the years of his power as the period when the British Sovereignity was for them free from rapacity, intolerance and oppression. He may be called the benefactor of the English in America, for in his time they enjoyed unshackled the benevolence of Providence, freedom of industry, of commerce, of religion and of government.

[TO BE CONTINUED.]

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1. *Any person who takes a paper regularly from the post office,—whether directed to his name or another's, or whether he has subscribed or not—is responsible for the payment.*

2. *If a person orders his paper discontinued, he must pay all arrearages, or the publisher may continue to send it until payment is made, and collect the whole amount whether the paper is taken from the office or not.*

Address all letters, telegrams, etc., pertaining to the business management of the Weekly, and make drafts, money orders and checks payable to C. S. Olcott, 24 South Pennsylvania Street, Indianapolis. Matter intended for the columns of the Weekly should be addressed to J. M. Olcott, Greencastle, Ind.

A Correction.

The article in our last issue on Pedagogics by I. H. Martin, is taken from his Manual of Instruction and should have been so credited. We wrote an editorial notice of the Manual which by mistake of the printer, failed to get inro type. Mr. Martin has printed a Manual worthy to be set in letters of gold. We have by his permission drawn largely from it already. Much of our best Pedagogical Literature is now found in the Manuals of Instruction prepared by city and county superintendents.

High School Section of State Teachers' Association.

The program which Prof. G. F. Kenaston sends us is a most excellent one. The array of practical, suggestive topics and the names of some of Indiana's most thoughtful, earnest teachers show that the High Schools of Indiana are destined to show good reasons for their expense and existence and demand proper recognition. The subjects are of eminent fitness for discussion and no High School teacher in the State can afford to be absent. The discussions, associations, and influence of the Association will be of untold value to every teacher. The subjects, "How to Teach Science" and "Literature" are among the urgent questions before the teachers of to-day, while the subjects, "The Scientific Method" and "The Library" are demanding most careful study by thoughtful educators.

COMPULSORY EDUCATION.

In last week's issue we published a somewhat extended account of the States and Territories which have enacted Compulsory Educational Laws in some form. Many of the enactments are crude and in-effective, but this is no argument against either the propriety or *necessity* of Legislation on this important subject. The schools of Indiana are now well organized and capable of doing much toward ridding the State of illiteracy, and in some localities public sentiment has been worked up to so high regard for education in itself, that it practically controls school attendance, and secures by voluntary action on the part of parents and guardians all that the law contemplates in its ample provision for the elementary education of all its children. But this is not *universally* true, not *generally* true, for in a majority of school districts in the State, public sentiment is not, and never will be, such as to prompt by voluntary action the attendance of *all* the children of proper school age upon the schools provided. There is thus a waste of school revenue caused by the non-attendance of children in need of instruction, an unnecessary waste, for the schools would be all the better by the regular attendance of all the children. Provision is made in all the schools on the basis of enumeration. The children in an educational sense belongs to the State. The State makes provision for their elementary education, and undoubtedly has the right to claim their attendance. The question of the right of the State to enforce attendance upon her schools being settled, it carries with it an obligation to enforce the right by suitable legislation, and *see to it* that all the children attend school at least a portion of the time and enough to prevent the spread of illiteracy. At least 17 States in the Union, the District of Columbia and five Territories have some provision in regard to this important matter. Indiana is by no means exempt from the evils of non-attendance upon her schools already amply provided for, and should not longer delay to enforce her claims in this direction. Will some member of the incoming Legislature prepare a bill, after the best models, to secure the enactment of a law to prevent the erroneous waste of school revenue by the non-attendance of children of lawful age, and the consequent evils and crime that come directly or indirectly from illiteracy?

SCHOOL LEGISLATION.

The two leading political parties prior to the election seemed to vie with each other in their frantic efforts to claim and proclaim friendship to our public school system, and in favor of education in a general way. Now the election is over, let them show their *faith* by their works. Not by introducing senseless innovations, nor by introducing School-Bills by the hundred only to be read by their titles and consigned to the waste basket, nor yet, by fancied strokes of economy, and under the high-sounding term of *reform* to cut short, any of the productive branches of the educational tree, but rather by giving close attention to needful changes, and no others, serve the best interests of the State at large. Very little school legislation is needed. A few changes in the school law are demanded by the general law of progress.

An additional appropriation should be made for the support of county institutes. The present law allows but $50 to each county annually for this purpose. It is not enough. The amount should be doubled. The present demand for expensive instructors has gone beyond the small stipend of $50. Strong institute workers have to be paid for their services and no others are needed.

The incoming Legislature should formulate a strong compulsory school law. There is a demand for compulsory education. The demand should be promptly met.

Adequate provision should be made to meet the increased demand for better educated teachers. The normal school facilities are insufficient to meet the demand. The Legislature should make provision for the purchase of the interest of the City of Terre Haute in the Normal School building at that place, which building is now used for high school purposes. The entire building is now needed for the Normal School.

An expenditure of $25,000 in this direction will make room for 300 additional normal school students, for which there is an urgent demand. Other State institutions will of course *need* money, and whatever is *needed* for legitimate educational purposes, should be granted without stint. In matters of education the State cannot afford to be parsimonious. Better abandon a State institution than cripple it by meager appropriations. Both branches of the Legislature should have a committee on education composed of men who are competent to investigate the *real educational* needs of the State and of the various educational institutions regardless of the special claims which may be set up by interested parties. The best talent the Legislature can afford will be required to make up such a committee. Indeed the committee on education rightly has claim to the post of honor in any Legislative body, for the subject transcends all others in dignity and importance.

The recommendations of the State Superintendent will doubtless cover all essential points where Legislation is needed, and the State is to be congratulated that the present encumbent has the ability to encompass the whole field, and is possessed of moral integrity that may be depended upon. His recommendations should have force in the Legislature.

MAKE STUDY INTERESTING.

We have neither sympathy or patience with any sort of effort to educate the human mind without study, without toil on the part of the learner. There is no "royal road to learning, there is no short and easy method of reaching the "lofty heights of Parnassus." While this is true on the one hand, it is equally true on the other hand that we are so constituted that exertion, wisely directed, is positive enjoyment. To properly direct study is to make it a source of positive enjoyment—and this is the work of the teacher, to invest study with attractions, to make it a source of real enjoyment.

It is said of Dr. Arnold that his great power lay in this, that he gave such intense earnestness to life. "Every pupil was made to feel that there was a work for him to do—that his happiness as well as his duty, lay in doing that work well." This sort of sympathetic thrill, which is the life of a school, is only caught from a spirit earnestly at work in the teacher himself. It cannot be taught by precept alone, it must be enforced by example. No teacher can permanently interest pupils in study who does not *love study as much himself.* A pupil should never be permitted to entertain the idea that study is necessarily a drudgery. No one can be induced to study and to exercise his intellectual powers in a healthy and vigorous way, unless he feels a thrill of joy arising from the accomplished task. But there is in human nature a spirit of rebellion against the accomplishment of useless or what may seem to be a useless task, Objective truth must be attainable, otherwise the spirit of manhood manifests an unwillingness to pursue it.. No true American with the spirit of manhood in him, could be hired to do work that is absolutely useless when finished. This gives us the key to the solution of the problem "how to make study interesting." As much as possible make bare the usefulness of every lesson. Unveil the practical side of every problem, and make visible to the eye of the pupil the complete conception of every thought, word and sentence. Hold the concrete within sight of the abstract—the objective near the subjective—and by conversation, reading, illustration and all other possible means keep up the glow of *interest* in every study and all studies. When interest flags change the study, as you would the relay of horses on a stage route.

Make study interesting.

State Board Questions for November.

Theory of Teaching.

1. Show that the teacher does not make the rules of the school, but that he must be obedient to them equally with the pupils.
2. What is the value as discipline of the maintenance of silence in the school room?
3. Describe the process of forming a habit.
4. Name the different ends for which the school exists.
5. What is meant by the organization of a school?

Orthography.

1. How many elementary sounds in the English Language?
2. (a) Into what three general classes are these sounds divided?
   (b) Give an example of each. a=6 b=4.
3. How many sounds has c and g? Illustrate each. 2 pts., 5 each.
4. How many and what sounds compose the word receipt? 2 pts., 5 each.
5. Spell the plural of beau, die (a stamp) corps, valley, folio.
6. Spell ten words dictated by the Superintendent. 10 pts., 5 each.

Penmanship.

1. Describe your method of distributing and collecting copy books.
2. In teaching penmanship what should receive attention first?
3. Describe the Arm Rest. The Hand Rest.
4. Give your method of criticising the work of your pupils.
5. Analyze a, b, c, A, C.

NOTE.—Your writing in answering these questions will be taken as a specimen of your penmanship, and marked 50 or less.

Physiology.

1. What is anatomy?
2. Where and how does nutrition take place? 2pts., 5 each.
3. By what organs are the different parts of the body connected?
4. Describe a muscle.
5. What are the nature and effect of true exercise? 2 pts., 5 each.
6. What is the general action on the food in digestion?
7. Describe the lungs, with diagram.
8. (a) Is cold bread more healthful than hot bread? (b) Why? a=2 b=8.
9. What nerves are included within the skull?
10. To what extent and for what purposes is breathing under control of the will? 2 pts., 5 each.

Grammar.

1. How many and what elements in every sentence? Why must every sentence have them?
2. What is the ground for dividing sentences into Declarative, Interrogative and Exclamatory?
3. How does the simple sentence differ from the compound or complex sentence?
4. Name and explain two of the leading relations that exist between the members of a compound sentence.
5. What is the difference between a subordinate clause and a substantive clause?
6. Should we say, "I feel bad," or "I feel badly"? Why?
7. Give all the participial forms of the following verbs: *lay, recite, write.*
8. Parse the nouns in the following:
   "John being industrious, he was soon appointed leader."
9. State and illustrate the offices of the compound personal pronoun.
10. Correct the following, giving reasons:
    a. "I can solve this problem easier than that."
    b. "I want to go very bad."
    c. "This lesson is awful hard."

Reading.

1. What relation has reading to all other branches of study?
2. What are the chief ends to be attained in teaching reading in the common schools?
3. What preparation should children in the Second Reader be required to make for the reading lesson?
4. Name five American authors that you would recommend children to read. 5 pts., 2 each.
5. What is mechanical reading, and how is it to be avoided? 2 pts , 5 each.
6. Read a paragraph of prose and a stanza of poetry selected by the Superintendent. 25 each.

Arithmetic.

1. What is a common multiple? A least common multiple? Why invert the divisor in division of fractions? What is a square? A cube? 5, 2 each.
2. Whal is a ratio? Give the rule for stating a problem in simple proportion. 5. 5.
3. A commission merchant sold 1300 barrels of flour, at $5.75 a barrel, receiving a commission of 3½%, and invested the net proceeds in coffee at 25 cts. a pound, first deducting 2% commission, how many pounds of coffee did he purchase? What was his entire commission? 5. 5.
4. The duty on 1250 yards of silk, at 40% ad valorem, was $1100, what was the invoice price per yard? For how much per yard must the importer sell the silk to clear 20%?
5. What is the amount of $192.60 for 1 yr. 5 mo. 19 da., at 9%?
6. What is the equated time for the payment of $340, due May 10th, 1870: $450, due June 10th, $560, due July 15; and $650, due August 10?
7. From ⅞ of a pound Troy take ⅓ of an ounce. Proc. 5, ans. 5.
8. There is a circular field 40 rods in diameter, what is its circumference? How many acres does it contain? 5. 5.
9. A man paid $8100 for two farms, and ⅗ of the cost of the larger farm was equal to $\frac{9}{10}$ of the cost of the smaller, what was the cost of each? 5, 5.
10. If 100 lbs. be carried 20 mi. for 20 cts., how far may 10100 lbs. be carried for $60.60?

U. S. History.

1. What evidence is there that this country was inhabited by an earlier and more civilized people than the Indians? 10.
2. What relation does the rise of the Huguenots in France have to the settlement of the southern part of the U. S. Territory? 10.
3. How did the war in Europe for the Spanish succession cause war in the American colonies? 10.
4. What celebrated English statesman, early in 1775, tried to obtain justice for the colonies? What was the reply of one of them to Lord North's proposition to all the colonies to tax themselves for the benefit of Great Britain? 5. 5.
5. What American obtained aid of the French for the colonies in the Revolution? What variation from court etiquette, made in his favor, showed the high estimation in which he was held? 5, 5.
6. Name three important events in Van Buren's administration. What gave rise to the expression "fifty-four, forty or fight?" How was the matter settled? 5 pts.
7. What is the Ordinance of 1787? What relation has this instrument to the subjects of slavery and education in the States erected from the N. W. Territory? 5. 5.
8. When was Fort Sumter captured? What was the numerical proportion of the men engaged on the two sides? What was the result of this capture? 4, 3, 3.
9. In colonial times the slave interests were North, at the time of the Civil war they were south; what caused this change? 10.
10. Describe the battle of Nashville, in which Thomas so literally destroyed Hood's army. 10.

Geography.

1. Name and locate the Tropics, and tell why they are so located.
2. Name and describe the different forms of government existing among civilized people.
3. Name the political divisions of North America in order, beginning with the most northern. Give capitals of each.
4. Name and locate five seaboard cities of the United States.
5. Give location of Quito, Vienna, Canton, Marseilles and Galveston.
6. Where is Cape May? Mobile Bay? Islands of Corsica? San Joaquin River? Wasatch Mountains?
7. Where is Birmingham? Rouen? Prague? Munich? Naples?
8. What countries border on France? What is the government of France?
9. What countries are separated by the Adriatic Sea? What large city is located on this sea?
10. Name five rivers of Africa.

Facts, Figures and Personals.

Mathew F. Smith is succeeding well at Troy, Ind.

Joseph Morse, former President of Earlham College, has gone South because he does not like to brave the opinion of his medical adviser.

A teacher writes: "Thanks for your valuable history of Thanksgiving in the November 22d number of the WEEKLY. I read every word of it to my school with great profit."

Preserve the EDUCATIONAL WEEKLY for November 29th if you wish to keep the Programs of the State Teachers' Association, the High School Section, and of the College Association.

Prof. John M. Coulter, of Wabash College, has been elected a member of the American Scientific Association. The number of members is limited to 100, hence a membership is greatly prized among scientific men.

Friend Mather, of Warsaw, writes, "we take two magazines for each room—for some more than two. These are used for general reading. In addition to this we have purchased 200 volumes for reference library and have made all the money by entertainments.

J. M. Guilliams, formerly a Hoosier schoolmaster, but now in the faculty of the Salina (Kans.) Normal School, is about to begin the publication of the *Central School Journal*, a sixteen page monthly. Mr. Guilliams will be assisted by S. A. D. Harry of the same school. Success to the new paper.

Union is one of the smallest counties in the State, but it prints the largest Manual of Instruction. It is a book of 130 pages, well printed, and very elaborate in suggestions. It is the most complete hand-book for teachers we have seen. C. W. Osborn, County Superintendent, does himself much credit in the preparation of this volume.

A Great Chance for Literary Men.

The highest prize by a very long way ever offered for a literary performance will be awarded in 1925 to the successful author of a simple biography. Fifty years ago, according to a weekly contemporary, Gen. Arantschejeff, the friend and confidential adviser of the Emperor Alexander I., deposited in the Imperial bank of Russia the sum of 50,000 roubles, which is to be allowed to accumulate at interest till the 1st of December, 1925, when the entire amount, principal and interest, is to be handed over to the author of the best work on the life and reign of Alexander I. The St. Petersburg academy of sciences will decide on the merits of the different performances sent in, and award the prize, which will by that time amount to the enormous sum of 1,918,000 roubles—about £300,000. A fifth of the amount will be deduced for the cost of printing the work. The remainder will go to the fortunate author; and so for once in a way there will be a literary man a millionaire.—St. James's Gazette.

DePauw University at New Orleans.

The faculty of DePauw University are preparing a beautiful banner ten feet high by six feet wide upon which will be represented the seven principal buildings, namely: East College, West College, the Observatory, the Ladies' Hall, the Gentlemen's Hall, the Simpson House and the Hall of Music. These buildings will be painted in oil by Miss Lida Duis, the University teacher of Art. The words "DePauw University, Greencastle, Ind.," will be painted in pearl by Mr. E. Cowgill, a well known artist, on plate glass from DePauw's American Plate Glass works. The entire picture will be framed in gilt by H. Lieber, of Indianapolis.

TERRE HAUTE, IND., Nov. 7, 1884.

To the Educational Weekly:

The Vigo County Teachers' Association will hold its first annual meeting in the Normal Building in this city, December 26th and 27th. The following very excellent program has been prepared for the occasion:

School Management — Prof. W. H. Wiley, City Schools.

Methods—Prof. Howard Sandison, Normal Schools.

Drawing—Prof. Ames, Rose Polytechnic Institute.

Elocution—Prof. McAvoy, School of Oratory, Indianapolis.

Language—Prof. Warfel, Ladoga Normal, Ladoga, Indiana.

Morals—Rev. H. O. Breeden, City.

On both days regular work will be given on each of the above subjects. Arrangements are completed for excellent lectures on the afternoons and evenings of each day. Supt. John W. Holcombe is expected to be present at least one day. A cordial invitation is extended to all who can attend.

JOHN DONALDSON,
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Secretary.

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INDIANA TEACHERS' READING CIRCLE.

OUTLINE OF

Work in Brooks' Mental Science, for Dec. 1884. *Subject: Perception, Pages* 85–126.

I. DEFINITIONS OF TERMS.

1. Organism. Sentient organism.
2. Reflex Action. (See physiologies).
3. Perception. (Along with this topic, re-read the text on this topic, pages 31, 48, 51, 58, 75.)
4. Acquired Perceptions.

By far the greater part of our perceptions are acquired.
Edward I. Hamilton.

True perception is the act only of educated senses.
—*Jardine.*

Our senses testify truly, but we sometimes deceive ourselves by the inference we draw from their evidence.
—*Abercrombie*

II. DISTINCTIONS OF TERMS.

1. The ego, and the non-ego.

The baby new to earth and sky,
What time his tender palm is prest
Against the circle of the breast,
Has never thought that, "This is I."

But as he grows he gathers much,
And learns the use of "I" and "me."
And finds "I am not what I see,
And other than the things I touch."

—*Tennyson—In Memoriam.*

2. Sensation and Perception.
   The grouping of sensations forms perceptions.—*Quick.*
   By each sense, there can be only one kind of sensation. —*Jardine.*
   In obtaining knowledge of objects, sensations must precede attention, and both sensation and attention are necessary to perception.—*Johonnot.*
3. Occasion and Cause.
   There are occasions and causes, why and wherefore in all things.—*Shakespeare.*

III. BIOGRAPHIES.

1. Agassiz:—Read Longfellow's poem, "The Fiftieth Birthday of Agassiz;" also, "Agassiz" in Whipple's "Character and Characteristic Men."
2. Linnæus.
3. Cuvier:—When at the age of 19, the casual dissection of a cuttlefish, induced Cuvier to study the anatomy of the mollusca; and the examination of some fossil brachiopods, suggested to him the idea of comparing fossil, with living animals—the two greatest works of his life.

IV. ITEMS OF SPECIAL PROFESSIONAL IMPORT.

1. The Relation of Observation to Modern Education.
   (a) What an educated mind can do without the help of educated senses, is seen, uselessly shelved in our libraries; what the senses and the hands, unaided by the cultivated mind, are doing, fills up our stores of coarse products, eagerly sought after: and what both educated senses and mind, in concert, can accomplish, is proudly exposed to view in the rivalries of modern nations.—*Seguin.*
   (b) The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency, which it is impossible to cure. Exhaustive observation is an element in all great success.—*Spencer.*
   (c) In no way can the perceptive faculties be cultivated so surely as by the study of natural objects —*Johonnot.*
2. The Relation of Perception to Knowledge.
   (a) To exercise the senses in the best way so as to accumulate the richest store of clear impressions, is the first step in the attainment of wise and accurate knowledge about the world in which we live. An eye uncultivated in a nice detection of form, means a limitation of all after knowledge. Imagination will be hazy; thought, loose and inaccurate, where the preliminary stage of perception has been hurried over. The best modern theories of education have grasped this truth, and tried to impress it on teachers' minds.—*Sully.*
   (b) There is an odd saying that "Wonder is the beginning of all philosophy.—*Baine.*
3. The Relation of Perception to Science.
4. The Differences of Perceptive Powers.

V. SUMMARIES.

1. Summarize the Conditions of Perception.
2. " " " " best Observation.
3. " " Characteristics of Acquired Perceptions.
4. " " Products of the Special Senses.
5. " " Applications of Perception.
6. " " Differences of Perceptive Powers.

VI. COLLATERAL REFERENCES.

1. Spencer, (Education)—pages 116-125.
2. Johonnot,—pages 62-3, 178.
3. Wayland, (Mental Philosophy)—pages 77-86.
4. Education, (Bicknell's Bi-monthly, March '84)—pp. 352-4. November '81, pp. 173-7.

Besides these, much valuable material may be found in current educational publications upon "Perception," "Observation," "The Cultivation of the Senses," "Science Teaching," etc., all of which may be profitably read in connection with this month's lesson. It is a part of each one's education to learn to use all available aids in studying ANY subject.

VII. MENTAL SCIENCE NOTES.

1. All perception requires some degree of attention to what is present.—*Sully.*
2. To observe is to look at a thing closely, to take careful note of its several parts.—*Id.*
3. The faculty of perception, united with the endeavor to attain clear consciousness of the ideas received by means of exerted attention, is the life of thought.—*Niemyer.*
5. Observation may be called regulated perception.—*Sully.*
6. The modes of action of perceptive faculties are, Sensation, Attention, Observation, and Perception; their impelling force is curiosity.—*Swett.* R. G. BOONE.

METHODS OF INSTRUCTION.

Talks on Teaching—Pages 71 *to* 94, *inclusive*

SPELLING.—What is the purpose of learning to spell? What is the relative value of oral and written spelling?

The important thought in this chapter is that learning to spell is learning to construct an accurate mental image of the word. This can best be done by accurate observation, which is greatly assisted by making the word.

Oral spelling may be used to test the accuracy of the image in the mind of the child, but should not be employed in constructing this image in the first place.

The author's suggestions about trial spelling and guessing should be followed by every teacher. There is far too much time wasted in most of the schools in learning to spell, and the actual results are very unsatisfactory after all this great expenditure of energy.

It is by giving attention to the forms of words in reading that we learn to spell. The child should be taught early to picture the word correctly in his mind. The author's suggestions as to the method of doing this, are excellent.

WRITING.—(1) The forms of the letters, and (2) the proper handling of the pen, are the essential things in writing. How should these forms be taught? Discuss the author's order of teaching the letters. When should "technical" writing begin? When should writing with the pen be commenced?

COMPOSITION.—There are two kinds of composition, viz, oral and written. The importance of giving more systematic and persistent training in correct talking is justly emphasized by the author.

Correct oral expression may be practical in connection with correct written expression; in fact, must be, if well taught. Every incorrect sentence uttered by the child affords an opportunity for training in oral composition which should not be neglected. Note the author's remarks about the mastery of single sentences before passing on to the construction of connected discourse. In what order should the child write (1) from printed copy, (2) from dictation and (3) his own invention? What kind of connected discourse of the child's own invention should be first practiced? What should be the attainments of a child in talking and writing at the age of ten years? What is the value of technical grammar as an agency in teaching correct use of language? When should the study of technical grammar begin? What use, if any, should be made of primary grammars? What is their value as a disciplinary study? In what does this value consist? What use can be made of the other subjects of study in the schools to teach written composition?

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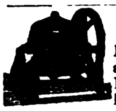

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PRIZES FOR ARITHMETIC.

$600.00.

The publishers of the The School Supplement purpose issuing a new book on the subject of Arithmetic to offer as a premium with their paper. Rather than pay an individual author a sum of money to prepare such a book as they require, the publishers have divided the sum of Six Hundred Dollars—which they have decided to offer, into One Hundred and Twenty Prizes, arranged in eight groups of $75 each. To correspond with these eight groups of prizes, they have divided the whole subject of Arithmetic into the following eight departments:

1. Addition, Subtraction, Multiplication Division.
2. Factors, Multiples, Fractions, Decimals.
3. Denominate Numbers.
4. Practical Measurements.
5. Percentage, Trade Discount, Profit and Loss, Commission and Brokerage.
6. Interest, Partial Payments, True and Bank Discount, Stocks.
7. Insurance, Taxes, Exchange, Proportion, Partnership.
8. Miscellaneous Practical Exercises and Problems.

Each group of prizes the publishers have subdivided as follows: Five first prizes of $10 each; five second prizes of $3 each; and five third prizes of $2 each. All teachers and students may compete for these prizes upon the following conditions:

Each must send to the publishers, as early as possible, a set of ten examples in Arithmetic based upon the work included in some one of the eight departments already named. The correct answers (not solutions) to the ten examples must also be given. The examples need not necessarily cover the whole work of the department. Each competitor may enter for prizes in as many departments as he chooses, but no one competitor will be awarded prizes in more than five departments.

The Prizes will be Awarded for the fifteen best sets in each department. The arbitrators will take into consideration the originality and practical character of the examples, and their general adaption to public, grammar, and high school work.

The Three Hundred sets of examples which the arbitrators consider the best will be published in book form. Each set will be printed complete, and the name of the compiler will be inserted with it. Together with the Three Thousand Examples secured in this way, the book will contain an entirely new and novel treatment of the whole subject of Arithmetic. The printing and binding will be the best that modern workmanship can turn out.

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Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive				
Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 "	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
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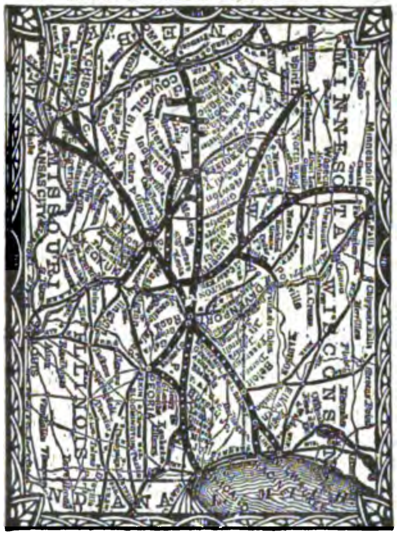

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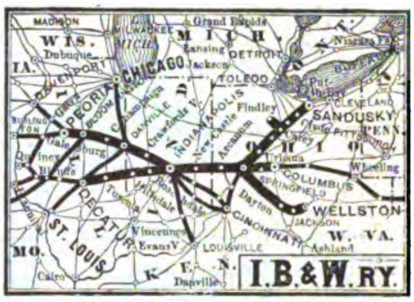

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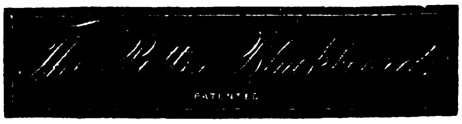

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VOL. III INDIANAPOLIS, INDIANA, DECEMBER 13, 1884. NO. 22

Current Events.

Mr. Blaine has gone to Washington for the winter.

Senator Harrison addressed the Senate on Tuesday, favoring the admission of Dakota as a State.

Last Saturday afternoon witnessed the completion of the Washington monument, the cap-stone being laid and the stars and stripes unfurled at the height of 600 feet. The monument is the tallest structure in the world.

The Centennial conference of Methodism began in Baltimore Wednesday. The celebration commemorates the formal organization of the Methodist Church in America, which occurred in Baltimore in December 1784.

Governor Hoadly has appointed a commission of eight members, of which J. D. Cox, of Hamilton county, is chairman, to procure and present to congress a statue of the late President Garfield, as a part of Ohio's contribution of the national gallery at Washington. The statue is already well advanced towards completion.

There is little doubt that the treaty with Spain will be ratified by the Senate and passed by the House. It is reciprocal in nature, and General Foster says will largely turn the balance of trade to the United States. He will not say, however, that it would not throw a good deal of manufactured tobacco on our markets and reduce prices to some extent, but is delighted with his trade altogether.

Philadelphia business men unite with the manufacturers of that city in saying that the outlook for the future in every department is bright, and a decided improvement is looked for at no distant day. The Ledger of that city, which brought out this opinion, also called attention to the fact that up to this time more money is going into the savings institutions than is paid out to depositors, and that according to the estimates of an officer of the Building Association League there are fifty millions dollars invested in building associations in that city. This means slow growing, solid prosperity. With relief to trade proposed by measures for the expansion of markets and freedom from certain fetters of taxation, we may expect a time of greater prosperity in the near future.

The Washington Star says: "It seems to have settled down to a certainty that the present session of Congress will be a working session, and much important matter before the house and in the committees, will be disposed of during the winter. Mr. Buickner says the banking and currency committee will try to pass through the house some bill to secure the national bank system and avert financial depression. He expects to meet with opposition, but says something must be done. Mr. Cobb will make an effort to pass some additional land grant forfeiture bills. There will be an effort made to pass a bankruptcy bill. The canal men are preparing for a fight to get their bills through this session. The hardest work will be done by those interested in the Hennepin, the Erie, and the Maryland & Delaware canals. The Nicaraguan canal men will attempt to have some action taken by the house to the advancement of their interests. There will be an effort made, also, to pass a bill restricting the coinage of silver dollars."

Prominent Democrats agree that the tariff and Mexican treaty questions will not be touched.

Foreign.

The franchise bill has been passed by the British House of Lords.

A Paris dispatch just received from a trustworthy source states that Prince Jerome Bonaparte is contemplating an effort to restore the Napoleonic dynasty.

The London Times says the prospect that America will put a stop to the coinage of silver by repealing the Bland bill has unsettled business in India and caused Calcutta exchange to decline to 1s. 6⅞d.

The Chinese appear to have abandoned all hopes of mediation, and to have determined upon a vigorous policy. Twelve men-of-war have been ordered to engage the French fleet and break the Formosa blockade.

General Serrano presided at a meeting in Madrid, of delegates of the Dynastic Left, from all parts of the kingdom. Speeches were made denouncing the government.. The newspapers consider the demonstration very significant.

Educational Miscellany.

A Literary Problem.

E. A. BRYAN.

Four or five years ago the State Board of Education asked the teachers of the State to name five of the best poets and five of the best prose writers of the United States in the past hundred years. Being curious to know how such a question would be answered I asked a superintendent, in a county where teachers are at least up to the average of the State, to allow me to examine the answers and make a note of them. He kindly consented to do so and I here offer the result to your readers. It was, I think, a May examination and there were twenty-five teachers examined whose answers I give *verbatim et liberatim*:

No. 1. Poets, Bryant, Longfellow, Tennyson, Poe and Willis. Prose, Mark Twain, Egelson.

No. 2. No answer.

No. 3. No answer.

No. 4. Poets, Bryant, Brown, Milton and Byron. ProseHarrison, Benton.

No. 5. No answer.

No. 6. ——Webster, Clay, Byron, Franklin, Hamilton, Martin.

No. 7. Poets, Milton. Bunion, Shakespere, Poe and McConley. Prose. Mobley, Everett, Ward, Bryant, W. Irving.

No. 8. Poets, Cowper, Poe. Prose. Bancroft, Irving, Whittier.

No. 6. ——Webster, Johnson, Marshall and many others.

No. 10. ——Greely, W. Irving, D. Webster, F. S. Keys, H. W. Foster, Adam Clarke, Barnes, Talmage.

No. 11. Webster, Bryant, Longfellow, Mrs. Stowe.

No. 12. No answer.

No. 13. Poets, Shakespeare, Byron, Moore, Prose W. Irving.

No. 14. Whittier, Cowper, Tennyson, Moore, Willson.

No. 15. Poets, Bryant, Byron, Shakespears, Milton, Young. H. Ward Beecher, & Horace Greely.

No 16. Poets, Milton. Prose, Webster, Anderson, goodrichy.

No. 17. Poets, Sheakespher, Homer, Livingston, Longfellow, Willis.

No. 18. Poets, Bryant, Longfellow, Milton, Homes, and J. G. Holland. Prose, W. Irving, H. W. Beecher, Wadsworth, J. Q. Adams, T. Jefferson.

No. 19. Poets, Bryant, Longfellow, Whittier and Poe. Prose, Cooper, Bancroft, Prentice, W. Irvfng, Hawthorne.

No. 20. Prose, Scott, Irwin, Irving.

No. 21. Poets, Bryant, Longfellow, Cowper, Tennesen and Byron. Prose, Macauly, Webster.

No. 22. Poets, Bryant, Scott, Byron and Hood. Prose, Longfellow, Wadsworth and Goldsmith.

No. 23. No answer.

No 24 Poets, Homer, Virgil, Burns, Longfellow, W. Cunningham. Prose, Goodrich, Sanders, Ridpath and Milton.

No. 25. ——Milton, Johnson, Homer, Virgil. Shakespeare.

The list needs no comment. Need we seek for the cause of the prevalence of trashy and debasing literature in the homes and among the young people, when the teachers of the youth and the community are enveloped in darkness? The boys and girls should learn to know good authors, especially American, as they their friends. When the name of such an author is mentioned, they should feel, "Ah, yes, I know him. He is my friend. He has given us this beautiful truth, or that sparkling thought'" They will soon learn to love them and look on them as friends, and on others as outsiders, as persons whose acquaintance they do not wish to make, if only they have an opportunity to know them and to taste their sweets. But "how can they know except they be taught." It is certainly one of the most encouraging 'signs of the times,' that within the past few years the attention of the schools and school men has been directed so largely to the study of good literature, and no doubt that a very different list of answers would be given by an equal number of teachers taken at random. Such questions by the Board have assisted materially in stirring up an interest in literary study. Ay, I can testify that it has done so, for I have heard the professional "crammer" in the "sumer normal" beating into the heads of his victims the "prominent names" of literature with the date of birth and death. But even a casual observer can see that the desire to know good literature and authors has taken a deeper hold on the teachers of Indiana. Reading clubs, literary circles, societies for mutual improvement abound. One seldom meets an intelligent teacher who is not engaged in some scheme for the cultivation of literary taste in his own community or in a circle of his fellow teachers. Let the leaven work among the teachers and when it has accomplished its work then we will not find it hard to deal with the "trashy" literature problem.

School Government.

D. J. DAVISSON, TIPPECANOE CO.

School government does not consist in ruling with a rod of iron, thus exciting within your pupils a feeling of terror which makes them tremble at your approach, and changes the school room into a gloomy prison; but it is the intelligent direction of the pupil's mind in the lines of thought which are the best adapted to develop its various faculties, thus keeping him constantly employed, and giving him no time to plot mischief. But certain conditions are necessary in order to accomplish this result. These may be divided into physical, mental, and moral. A consideration of the first point makes it clear that a good school-house is necessary to success as well as to comfort in teaching. It is not enough that the house be a good one; it must also have pleasant and healthy surroundings; *i. e.*, the grounds should be large and well shaded, and free from everything of an unhealthy nature, such as stagnant pools, decayed matter, etc. So much for the outside surroundings of the school-house. The interior should, if there be any difference, excel the exterior in pleasantness. How many times in traveling through the country has one seen residences whose outside is neat and pleasant, but which, on entering, have struck a chill to the heart because everything is so out of keeping with what might be reasonably expected. On the other hand, you have often seen houses whose appearance was very forbidding, and yet when you go into them the gloomy feelings which were first awakened give place to those of a pleasanter nature, because everything is so bright and cheerful. So while both the outside and inside of school buildings should be pleasant. If either must be dingy, let it be the outside. Pure air is a necessary condition to comfort, and so the school-room should be well ventilated, in order that the supply may be constant and regular. Everything should be neatly and tastefully arranged; the walls should be clean and fresh-looking, and also adorned with care. The expense will not be very great, and the effect will be almost magical. The inside having been made beautiful, care must be exercised in seating the pupils, and each should be placed in the seat adapted to size, and age, and habits. The physical conditions having been supplied, the next thing in order is the mental, for mind depends on matter. In considering this part of the subject, the teacher stands first in the catalogue of mental conditions which are necessary to the existence of the school. He is the one without which it must fail. Time was when the possession of great muscular strength was considered as of the first importance in a teacher; but this was in the primitive days, when people were rude and coarse, and before the gentle effects of knowledge had become so widespread and universal. Of course, if the teacher, in addition to a strong mind, has a good physical organization, so much the better; for this will give him strength to plan, and vigor to execute his work. The teacher should not only have a mind capable of thinking, but he should have it trained to think on every subject. He must be able to to see everything in its entirety; to see the various parts of the subject in their relation to each other and to the whole of which they are a part. Another necessary qualification of the teacher is the power to read the human mind. Some may scoff at the existence of such a power. But a calm consideration of the matter forces us to conclude that it does exist. The human mind is nothing but a book—a book capable of receiving and responding to the slightest impression. Every true teacher is thus an author, and if his work be well done, will equal if it does not excel, those of the most celebrated writers of the age. Besides the qualifications just mentioned, the instructor must have courage. To be able to think, and to think with power, to read the human mind and see its various needs, are all essential to success in teaching. But they are not enough. The teacher must have the courage and firmness to do what he thinks and feels to be right; *i. e.*, when he has come to the conclusion that something should be done, he should do it regardless of what people may say. To sum up the matter, the teacher should be a living example of the right, for right is everything. Nothing has yet been said of the mental condition of the pupil. Of course, there always has been, and always will be, a difference in mental power. The teacher can only do the best that is possible with talents entrusted to his care. He has then done his duty, and should be satisfied. The moral training to be given in the school depends on the physical and mental conditions above discussed. No person can be moral when he has a bad digestion, or is in the habit of breathing impure air, for this destroys the physical harmony necessary to health of mind, and when the mind is diseased the whole man is out of fix. He is what we call immoral. He acts as he feels. He feels bad, and he acts in the same manner. In such cases it would be a mistake to read him a long lecture on morality. Relieve the diseased condition of his body and mind and his morals will be all right. And when physical and mental conditions are as nearly perfect as we can hope to have them here, even then experience teaches that a living example of the right is more potent for good than all the moral lectures that were ever delivered. Then act right, live right, and teach right, and if your pupils are not moral they cannot be made so. As to the giving of prizes little need to be said. If the pupils expect to learn they must have a desire to learn. They should be taught that the acquisition of knowledge is its own reward. If prizes are given at all, it should not be on account of the pupil's having excelled in any one branch of study, but because his general behavior has been such that he is entitled to some mark of our respect and esteem. The moral side of the question having been disposed of, we now come to the object of school government, which is to make the pupil an independent, self-regulating person, thus teaching him to yield obedience to all laws enacted for the common good, whether it be in the school or State. It is disobedience to these laws that makes punishment necessary. Before inflicting punishment of any kind, however, the reason why it is inflicted should be well understood. A careful consideration of the matter shows that the object of punishment is twofold: 1. To prevent a repetition of the offense which calls forth its infliction, either by the same offender or by others. 2. To reform the evil doer. This twofold object of punishment makes clear certain truths concerning it, with which every one should be familiar. These are: 1. Punishment should be certain. The pupil should understand that if he misbehaves punishment will follow, and if the offense be committed the penalty should be exacted of him. If, however, when the pupil steps aside the teacher allows him to go uncorrected, even though at a later period he may punish the same person very severely for committing the same offense, the offender judging from past experience that punishment is not absolutely certain is led on to the commission of fresh crimes, and by the law of association which renders it impo[illegible] for one to be bad without making others so, the school is infected with the insubordinate spi[illegible] the way of the teacher becomes hard. This sad state of affairs is as much the instructor's fault as it is the pupil's. If the former had "nipped in the bud" the first offense, the whole mischief would have been prevented. 2. Punishment should be proportioned to the offense, i. e. slight transgressions should not be punished too severely, nor great ones allowed to pass with too slight notice. 3. The disposition of the offender should be taken into account. The same treatment will not do in every case. In most instances a good talk or some other light form of correction will be sufficient to produce the desired effect. In other cases what was anciently known as, "the rod of correction" may be necessary to bring the pupil to time. I do not believe in corporal punishment, but once in a while you will find scholars who must be convinced that in point of muscular strength you are their superior, before you can get along with them. With such persons this point should be decided at once, for then the trouble will be over. 4· Punishment should be inflicted because it is necessary, and not in a spirit of revenge or self-gratification. We should, under no circumstances whatever, allow ourselves to become angry while correcting a pupil; for if we expect to control others, we must first learn to control ourselves. Thanks, however to the spirit of the times, the need of punishment in our schools is becoming less every day. People are beginning to recognize the fact that peace and harmony are necessary to promote the common good; and that nothing is gained by being ill-natured and quarrelsome. This feeling is beginning to manifest itself in our schools. Pupils are more peaceable in their disposition than they used to be. I think nearly every one can remember the time when fights at school were the order of the day. Almost every evening a part of the school would be summoned to the trial of some poor culprit charged with fighting. If he were convicted you know what followed. As a result of this state of affairs the orchard where the teacher resided was nearly destitute of water-sprouts, and the hedges in the vicinity of the school-house always had the appearance of being freshly trimmed. But this condition of things is changed. The water-sprouts are permitted to grow, and farmers are obliged to hire someone to trim their hedges. Everything thus betokens the coming of a new era in school-teaching, the era of good-feeling, and earnest work.

American Literature.

For my part, I confess I do not quite understand what the "distinctively American literature" that we hear so much about, means. The great London newspapers in reviewing our poets or novelists, seem to apply no other test than whether it is "distinctly American," and they dismiss a great deal of our work with the contemptuous criticism that "it might have been written in England." Only recently I saw an extract from some London paper which praises Will Carleton's poetry as "the most distinctively American we have yet had." It must be inferred that literary work that is "distinctively American" gives some of the phases of life that are peculiar to our country; which depends for its charm on the exposition of some of the peculiar forces of a new and a great republic. Logically, then, according to this view American literature must depend for its worth on the incidental, the special, and the exceptional. There could be no greater fallacy. All literature, if it demonstrates anything, demonstrates the belief that the work which is enduring is the work which deals with the fundamental principles of the human heart, and disregards all factitious aids. No better examples of the bearing of studies of special circumstances, environment, or phases or factors of life could be had than in the fiction of this country. There is no surer or more rapid way to recognition in our field of fiction than through these special studies. Witness Cable with his "Creoles," Mr. Harris with his "Uncle Remus," Judge Tourgee with his "Fool's Errand," Roe with his "Barriers Burned Away," and others without number. But one more that I must not forget to mention, because it is sufficient itself to emphasize the ground taken—it is that entirely stiff, rigid, awkward novel "The Bread-Winners" Surely there never was another example of literary work so entirely devoid of merit, being floated into such general popularity by aids which are entirely incidental—the mystery of its authorship and the phases of social life it claims to be an exposition of. But while these things bring notoriety and popularity, they do not bring fame;

If the work of Mr. Cable and Mr. Harris lives it will not be because of the peculiar dialects and peculiar habits they have shown us, but because but because they have somewhere touched the deep springs of human motive. If succeeding generations find profit in Mr. Harris' and Mr. Miller's writings, it will not be chiefly they bring so vividly before us the wild, reckless, western life, but because they have somewhere gone below this surface work of study. The distinctive characteristic of genius is that it is universal, that it is wisdom for all; that "the peasant who sweats all day in the field, and sleeps all night in elysium," the "crowned and sceptred monarch," "the whining schoolboy," and the justice "wtth his wise old saws and modern instances," find there the fundamental passions of the human heart that they know. That jest of Lamb's "Here is Wordsworth who says he could have written Hamlet *if he'd had the mind*," contains a word of wisdom. If all that was needed for writing Hamlet were a talent for portraying the special phases of life, it could be written every day in America; but that is not at all that is wanted; what is needed is a genius for portraying the universal phases of life; Shakespeare can be written any where that there is the mind; but it takes a mind to do it; talent, or a sense of the picturesque, or exceptional, won't serve. "Barriers Burned Away," could not be written by genius itself, under any but the special circumstances under which it was written; at any rate, we will cling to the hope that it can never be reproduced. Our authors can have no greater praise given to their work than it could have been written anywhere else as well as in America.—*Mo. School Journal.*

Pedagogics.

Natural Science in the Common Schools.

HUBERT M. SKINNER.

I think it would require little argument to convince any thoughtful person that lessons in natural science form a part of the education of every child. The triumphs of science as applied to the requirements of our civilization confront us at every point. Is it contemplated that children are to grow to manhood or womanhood regarding the pump in the well almost as a magical thing, akin to the lamp of Aladdin or to the carpets on which heroines flew away from Bagdad? Is the barometer upon the door-post to be regarded with awe, such as the "rain makers" are regarded by their simple followers in unfavored lands? Is the welding of iron by the blacksmith to be an unsolved mystery? Are the laws which govern the pulley, the lever, the wheel and axle, and the other mechanical powers to be unknown? What shall I say of the steam engine, the telegraph, the lightning rod, and the work of the photographer? Inventions aside, is it contemplated that our boys and girls are to be taught nothing concerning the trees of the locality in which they reside, of the useful and the poisonous plants which grow about them? Are they to depend upon chance conversations for their knowledge of the fauna, and are they to learn nothing of the story of the old earth itself, and how it grew, and how the rocks and the soils were formed?

The "ologies" are to be found in the high school courses, of course. They are studied one at a time, in an established order; and many persons entertain the idea that the sciences come naturally "in a string," like a series of readers. But how many of the pupils of the common schools complete a high school course? It has been often said that about one in a hundred finishes the course and receives his diploma. How about the ninety and nine? How many of them reach the third or fourth year of the high school course to which the study of physics is assigned?

It seems evident that the *mass of the people* require instruction concerning the science of common things. This instruction must be obtained by them in the common schools, if at all. It is not taught at home, as a matter of household lore, and it is not treated in the newspapers nor to any considerable extent in the story books of children. It is a false theory that the sciences are all "in a string"—that the "ologies" are to be pursued in an established order, so that one must be wholly ignorant of the sixth in line until he has mastered the five preceeding. The rudiments of physics, physiology, botany, zoology, geology, etc. are equally easy of comprehension, and no pupil of the common schools, whether he pursue a high school course or not, should grow up in ignorance of them. Does it follow that we should favor the adoption of text-books in all these sciences for use in the country schools and in the grammar departments of graded schools? Assuredly not. We perhaps have too many text-books in use already; and certainly we depend too much upon them. The amount and the scope of oral lessons and of object lessons are everywhere increasing. No more interesting subjects for such lessons can be found than topics in natural science. Science teaching in country schools is not new, though it has received an inadequate share of attention from educators generally. It was an interesting subject of discussion in the normal class at Asbury College at least thirteen years ago, as I well remember. For many years our most progressive teachers have supplied their schools with cabinets for simple apparatus and for collections of leaves, woods, fossils, etc., by pupils. That such cabinets may become a general feature of the schools is recommended in the Outlines of Township Institute Work, in the suggestions as to School Recreations. Useful hints as to the merits of this method of combining instruction with recreation might be found in the excellent exhibit made by the schools of Union county at the convention at Madison. The science cabinets of the Valparaiso schools, thanks to the enterprise of Prof. Banta, are of unusual merit. Many other cities have very creditable cabinets. In the city of Fort Wayne, under the superintendency of Dr. Irwin, has been developed an excellent system of science instruction for the various departments. It is of the country schools, however, that I desire to speak more particularly. Their need is greater, for a smaller per cent. pursue a high-school course. One of the most interesting addresses at the recent Teachers' Institute of Porter county was the subject of science teaching in these schools. The institute instructor was not a mere theorist, but showed his faith by his works, and presented his outfit of very simple and practical apparatus to illustrate his teachings. The work of popularizing science has been successfully accomplished. To this work Prof. J. Dorman Steele devoted his earnest labors, explaining familiar phenomena lending a charm to every-day work and in every department, throwing upon his subject all the reflected lights of history, poetry and romance. The plan of this great teacher is the plan to be followed by all who would be successful. The homely arts of the household and the work of the farm and of the shop may be made subjects of the liveliest interest and the most profitable study. And in the song of the poet, the legend of the neighborhood, the tale of the novelist and the annals of the historian, there are a thousand things which a knowledge of nature and nature's law will explain or hapily illustrate.

I believe the suggestions of the township institute outline will be very generally observed, and that the subject will receive more and more attention from institutes and normals and the educational press.

There are difficulties in the way of the teacher. In all schools below the high-school grade, lessens in science are left to be presented orally, and the teacher has not the aid of a text-book. Here we see the need of broad and liberal culture, which it is not the lot of all teachers to obtain in colleges or academies. Of the greatest value to teachers is the Rerding Circle, the design of which is to provide courses of reading not only in professional studies, but in general culture branches—history, natural science, and liter[illegible] broaden thesr culture and to prepare them [illegible] way for their work.

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THE STATE TEACHERS' ASOSCIATION.

Don't forget to make arrangements to attend the State Teachers' Association. The addresses of White, McCullough, Parker and Bruce, promise more than the average teacher can afford to omit. While the excellent papers that will be presented by Mrs. Blaker, Munson, Lawrence and Leonard, and Messrs Luke, Kenaston and Taylor, all will be full of rich thought and expression. The ladies have a large representation on this programme, which fact they should recognize by a large attendance. Then there is the high school section programme, and the College Association programme both unusually inviting. Come ladies, come gentlemen, come to the annual feast. Come to the mass convention of teachers. Let county superintendents urge their teachers to come. The enthusiasm of a rousing meeting will ast all the year.

PRESIDENT MOSS'S SUCCESSOR.

The trustees of the State University are casting about for a successor to Dr. Lemuel Moss as president of the institution. Among the gentlemen whose names are being considered in this connection are Rev. J. S. Jencks, rector of St. Paul's, this city, who is an alumnus of the institution; Prof. J. H. Smart, president of Purdue; Prof. W. W. Grant, of the High-school; Prof. E. E. White, late superintendent of Purdue. The objection is urged to the latter that he has made himself objectionable to fraternity men by his recent action in refusing the privilege of maintaining chapters at Purdue.

The trustees held a meeting at the Grand Hotel on Monday night at which the subject was discussed, but nothing definite was decided upon. It is also rumored that the Legislature this winter will be asked to consider a proposition to consolidate the Universities at Bloomington and Lafayette.—(*Indianapolis Journal.*)

There are a number of stronger men in the State than any of the above who could be named for the Presidency of the State University, among them we beg to name Dr. John S. Irwin, superintendent of schools of Fort Wayne. Dr. Irwin combines scholarship and experience. There is nothing superficial about him and he is not a place seeker.

COMPULSORY ATTENDANCE.

We have already indicated our views in regard to compulsory attendance, within proper limits, upon the public schools. There is no remedy for illiteracy that leaves out the school-house and the school-master. Hon. W. E. Foster of the English Parliament, in reply to the radical wing of his party, said, "You demand universal suffrage; I demand universal education to go along with it." Universal suffrage with us is established and provision is made for universal education. But the provisions made by the State, which are ample to secure universal education, yet, need to be enforced by a law which will compel the attendance of children upon schools already provided at State expense. It is not only the right and the duty of the State to provide, as it does without stint, for the education of all the children, but when such provision is made the State has the right and it be comes its duty to see that all the children improve the opportunities thus freely offered. The arguments by which this position may be proved are perfectly simple, perfectly obvious, and the most cogent possible. All are agreed that the education of the masses is the perfection of State government, the end to which the State is bound to attain. "Educate the people" was the last legacy of Washington. "Educate the people" was the unceasing exhortation of Jefferson. All are agreed on this point. It needs no further argument. The means to this end are at hand. School houses are provided to accommodate all the children. Teachers are employed and paid annually to instruct all the children. But by the neglect of parents a large number do not present themselves for enrollment in the *free schools*. They receive no instruction. Thus money paid to teachers expressly for this purpose is wasted because of the *non attendance* of these children. It is unquestionably the right of the State to protect itself against voluntary ignorance. It is unquestionably an allowable exercise of government to impose on parents the legal obligation of giving elementary instruction to their children, when such instruction is accessible to all of them without charge.

THE PROBLEM OF ILLITERACY.

The great national problem of the times is unquestionably the problem of illiteracy.

Slavery is forever abolished. By the arbitrament of civil war, the question of State rights has been settled in such a way as to require that illiteracy be wiped out.

The ballot, and not the gatling gun, must hereafter settle all questions of civil strife on the American continent. With an overflowing treasury, the coming Congress will be called upon to confront this paramount question. Here is an opportunity for an exhibition of statesmanship rarely equaled even in this country. But what constitutes statesmanship? Who are statesmen? Hon. Horace Mann has well said:

"In our country no man is worthy the honored name of a statesman who does not include the highest practicable education of the people in all of his plans of administration."

"He may have eloquence, he may have knowledge of all history, diplomacy, jurisprudence, and by these he may claim, in other countries, the elevated rank of a statesman, but unless he speaks, plans, labors at all times and in all places for the culture and edification of the whole people, he is not, he cannot be an American statesman."

Mr. Stevens, in defence of the Bill to establish free schools in Pennsylvania, used these words:

"In giving this law to posterity, you act the part of the philanthropist, by bestowing upon the poor as well as the rich, the greatest earthly boon which they are capable of receiving; you act the part of the philanthropist by pointing, if you do not lead them, up the hill of science; you act the part of the hero, if it be true as you say, that popular vengeance follows close upon your footsteps. Here then if you wish true popularity, is a theater in which you may acquire it."

Denouncing corruptions in elections is not indicative of statesmanship. To set up the claim of shrewdness in managing the enormous illiterate vote, a large part of which is always managed by bribes in one form or another, is not statesmanship. But when it is known that in the South ignorance is really in the majority, and that there is but *one possible remedy* for illiteracy, without wavering or waiting, statesmanship steps to the front, and without equivocation throws her full weight into the balance.

Honest elections must at least be made possible by qualifying the electors to vote rationally. Denouncing corruption in elections will not give us honest elections. Here is an open field for an exhibition of statesmanship.

To the people of the South it is a matter of overwhelming concern that the millions of illiterates now armed with the ballot, should at the earliest possible moment be qualified for citizenship It is a matter of no less concern to the people of the North, for we are one people, and must remain one people. It is positively certain that the South cannot, unaided, meet this emergency. The general government has the means at hand. It remains for the patriotic statesmanship of the coming Congress to apply surplus revenue in the direction of Federal Aid to education, that it may be made *possible* in this country, that "*Universal Education shall go along with Universal Suffrage.*" The nation has already demanded the latter, and the time has fully come that it should exercise the power—seeing that it has ample ability—to do what can be done to enforce the former. National Aid to abolish the illiteracy of the country is the highest demand of patriotism laid upon the coming Congress. Does it possess statesmanship equal to the emergency?

A recent number of the New England *Journal of Education* contains the following sensible remarks on this general subject, viz.:

> As revealed in the census of 1880, one portion of the country has really more than a third of its people in a condition which, in the light of republican institutions, is little better than sheer barbarism, while the presidential contest hung upon the vote of one great city, where more than a fourth of its voters are unfit to wield the ballot. No party, however patriotic, can bring the ship of state into the haven of true democracy, with the whole ocean of barbarism rushing in through this fearful rent in the bottom. There is one practical way to stop this leak, and that is for the national government to come forward in a spirit of high patriotism, and, with prudent vigor, aid the South, and the North too, in their efforts to lift up the lower class of citizens and secure an intelligent basis for suffrage. The Southern Statesman who opposes this beneficent action on the ground of "State Rights"; the "stalwart" Republican who refuses to trust the Southern State governments; the political *doctrinaires* who snarl against all support of education by the State; the sectarian priesthoods who fight everything that does not lead the children in at their own church door; these, and all other sets of obstructive people, should be asked to "take back seats," and let the cause of the training of American citizens for safe citizenship come to the front. Every presidential candidate this year studiously ignored this, incomparably the chief issue of the campaign. It will not be safe for any party or section in the coming Congress to follow that bad example. The great debate in the Senate last winter struck the key-note of the true "reform movement" in national affairs. Let the House of Representatives take up this broad and lofty discussion, and give the out-going President, as the highest reward of his patriotic administration, the opportunity to sign a bill for national aid to abolish the illiteracy which is the growing peril of the Union.

Answers to State Board Questions

Theory of Teaching.

1. In one sense a teacher does make the rules of the school. He notes the surrounding circumstances, the relation they bear to his work and his pupils, and deduces the appropriate rules of order and work. Generally, the teacher must be a close adherent to the rules, else the pupils will have no regard or respect for them. For examples, if a teacher desires quietness he must be quiet; if he desires industry, he must be industrious. The following of rules will then become the natural tendency of the pupils. Often, the pupils may be allowed a voice in adoption of them.

2. Silence is an effectual bar against most forms of disorder. When quietness becomes the habitual condition of the room, noise or disorder seems so much out of place, that the sentiment of the worst pupils generally is against it. Many pupils hardly know why they feel so bound to the maintenance of silence. When it has been properly made an element in the atmosphere of the school-room, all concerned feel its strong though unseen influence.

3. Habit is the aptitude acquired by repetition. An act is apt to recur, and the oftener it is repeated the greater the tendency to recur. Gentle and graduated actions, steadily increasing will soon habituate one to the habit desired.
Yielding to a wrong desire, we may give birth to an evil habit Such is the working of nervous organization, that a second time we are not so reluctant to yield as at the first. In a little while, the performance of the act is the natural accompaniment to the desire.

4. The public school exists.
   (a) That we may learn how to live.
   (b) That we may become useful members of society.
   (c) That we may become good citizens.
   (d) That popular government may endure.
   (c) That civilization and Christianity may become universal.

5. By the organization of a school is meant putting it in good working order. It includes enrollment. gradation, classification, the appointment of monitors, etc.

Orthography

1. 42.
2. (a) Vocals, subvocals, aspirates; (b) a, b, p.
3. The letter c has two sounds, head in ceil and cup. The letter g has two sounds, heard in gage.
4. Receipt has five sounds (re-set′)
5. Beaux, dies, corps, valleys, folios.

Penmanship.

1. The copy books are piled so that they can be separated into bunches, one to each row of pupils; these bunches being distributed, the pupils in the rows take off the top-books as the bunches pass them.
2. Position of all objects concerned.
3. The arm rest is the muscle forward of the elbow, and in contact with the table when the arm and hand are in position.
The hand rest consists of the ends of the nails of the third and fourth fingers turned under the hand when in position.
4. Usually, by illustration at the blackboard, where the wrong form may be compared to that which is right.
5. a=3, 3, 2, 1, 2; b=4, 2, 2; c=2, 1, 2, 3, 2;
A=7, 3, 3, 2; C=2, 3, 2, 3, (or 2, 6).

Physiology.

1. Anatomy is the science that treats of the form, position and structure of the organs.
2. Nutrition takes place throughout the tissues, by means of the capillaries. The blood exudes through the capillary walls and bathes the surrounding tissues. Each tissue selects from the blood that position which will build up its own structure.
3. By the lymphatics, the nerves, and the blood vessels.
4. A muscle is a bundle of fibres, each of which may be separated into smaller fibers, themselves separable into filaments. Each filament is separable into cells. Each bundle of fibers is enclosed in a delicate membranous sheath.
5. The nature of true exercise should be moderate in amount, general in its distribution over the body and pleasurable to the mind; its effect is an active vigorous circulation, and a condition of mind favorable to mental effort. The muscles become longer, firmer, and stronger.
6. The general action on the food in digestion is that of a mixture producing chemical solution and change.
The process is a reforming one, reducing the food to a liquid and finely divided condition, preparatory for absorption.
7. The lungs, one on each side of the chest, are large, light, conical, pinkish, mottled, spongy, elastic organs surrounding the heart, and composed of air cells and tubes. These are interlaced and surrounded by blood vessels, nerves. and lymphatics.
8. Hot bread is injurious to the teeth, and forms a heavy mass in the stomach. Cold bread is more healthful.
9. The twelve pairs of cranial or cerebral nerves. (See Phys. for names, functions, and distribution.)
10. Breathing is under the control of the will to the extent that we are not compelled to breathe at regular intervals. This enables us to hold the breath in passing a place where the air is very foul or in passing through a burning building, Temporary suspension of breathing is useful in the exercise of severe muscular effort, in speaking, and in singing.

Grammar.

1. Two, *subject* and *predicate*. A sentence is the expression of a thought. In the very nature of things we cannot think unless we think about *something*, and think *something* about it.
2. In an expression, we may declare, ask, command, or exclaim. Hence, according to their use as a whole, (or their meaning) sentences are so divided.
3. The simple sentence differs from the complex or the compound sentence in its structure. The simple sentence has but one proposition; the others have more than one.
4. In a compound sentence, the relation one member has to another may be—
   (a) *Copulative*—if it expresses something additional and of related meaning, or in the same line of thought.
   (b) *Adversative*—if it expresses something in contrast or in opposition with what precedes it.
5. *A Substantive* clause in one used as a *noun*, while a subordinate clause may be one that is used as *noun*, an *adjective*, or an *adverb*.
6 "*I feel bad*" is correct, because we mean *condtion* or *state*.
7.

	ACTIVE.	PASSIVE.
Present	laying	being laid.
Perfect	having laid	having been laid.
Past	laid	laid.
Present	reciting	being recited.
Perfect	having recited	having been recited.
Past	recited	recited.
Present	writing	being written.
Perfect	having written	having been written.
Past	written	written.

To these there may be added the progressive forms, *being reciting*, *having been reciting*, etc.

8. "*John*" is nominative independent before a participle; "*leader*" is pred. noun.
9. Compound personal pronouns are used either for emphasis or to reflect the action of the verb back upon the actor;

as, "The captain *himself* was the last to leave the ship;" The mind cannot see *itself*.

10. (a) I can solve this problem *more easily* than that. (use adverbs to modify verbs.)
 (b) I desire very much to go.
 (Note *position* and *choice* of words.)
 (c) This lesson is *very difficult*.
 (Use words of appropriate meaning.)

Arithmetic.

1. A common multiple is a number containing two or more numbers an exact number of times. The least common multiple, of two or more numbers in the least number that can be exactly divided by them. We invert the divisor because analysis requires it. A square is a figure with four equal sides and equal angles. A cube is a solid whose six faces are equal squares.

2. A ratio is the relation between two numbers expressed by dividing the first by the second. Write for the third term of the proportion the number that is of the same kind as the required answer. Consider from the conditions of the question etc. (See Arith.)

3. $\$5.75\times1300+.03\frac{1}{2}=\$261.62\frac{1}{2}$ com. on flour; $\$7475-\$261.62\frac{1}{2}=\$7213;37\frac{1}{2}$; $\$7213.37\frac{1}{2}\div1.02=\$7071.93+$; $7071.93\div.25=28287+$; hence, 28287lb.; $7213.37-7071.93=141.44$, com on coffee. $\$261.62+\$141.44=\$403.06$, entire com.

4. $40\%=1100$; $1100\%\div2750$; $2750;\div1250=2.20$.
 $(2750+1100)\times120\%\div1250=3.696$.
 $2.20, invoice price per yard.
 $3.69, selling price to gain 20%.

5. $\$\frac{192.60}{1}\times\frac{9}{100}\times\frac{529}{360}=\$25.47+$
 $\$192\ 60+\$25.47=\$218.07$, ans.

6. $$\left.\begin{array}{l}340\times0\ =\qquad 0\\450\times31=13950\\560\times66=36960\\\underline{650}\times92=\underline{59800}\\2000\qquad\ \ 110710\end{array}\right\}\begin{array}{l}110710\div2000=55.3+\\\\\text{May }10+55.3\text{ days}=\\\quad\text{July 5, ans.}\\\quad\text{(or July 4).}\end{array}$$

7. $\frac{7}{8}$ lb. T. = 10 oz. 10 pwt.
 $\frac{4}{5}$ oz = 16 pwt.
 9 oz. 14 pwt.—answer.

8. $40\text{rds.}\times3.1416=125.664\text{rds.}$, diameter.
 $\frac{40\times40\times.7854}{160}=7854$; hence the area is 7.854 acres.

9. $\frac{3}{5}\text{l.}=\frac{9}{10}\text{s};\frac{1}{5}\text{l.}=\frac{3}{10}\text{s.};=\frac{3}{2}\text{s.}$
 $\text{s.}+\text{l.}=\frac{2}{2}\text{s.}+\frac{3}{2}\text{s.}=\frac{5}{2}\text{s.}=\$8100$;
 $\frac{1}{2}\text{s.}=\$1620$; smaller's cost $=3240$ dollars.
 $\$8100-\$3240=\$7860$.

10. 10100lbs : 100lbs. :: 30mi. : (x)
 $.20 : $60.60.
 From this statement, X=60mi.

Reading.

1. Reading is the basis of all other branches. True reading, the ability to take in the thoughts expressed on the written or printed page, is absolutely necessary to the attainment of every other branch of learning. It is the key that unlocks the treasures of knowledge.

2. The chief end to be attained in teaching reading in the common schools is to enable the pupils to gather with ease, orally or silently, the thought of the piece. Accompanying this, should be good articulation and vocal expression.

3. Children in the Second Reader, in preparing a lesson, should be required to learn the spelling of the most difficult words, their pronunciation, the oral expression of the lesson, and the chief incidents related. Part of the lesson should be copied, with perhaps some changes suggested by the teacher. Frequently a language lesson may be easily derived or formed from the reading lesson.

4. "Oliver Optic," Alice Carey, Butterworth, Abbott, Louisa M. Alcott, T S. Arthur; to these we might add D. G. Mitchell, Thomas Hughes, Washington Irving, &c.

5. Mechanical reading is that in which there is no distinction made between pronunciation and true reading, a mere vocal expression of the words as it the element of interest or emotion never entered into reading at all It can be corrected by showing the pupil that these elements do enter into reading, and by reading to him passages illustrative of different emotions; the pupil must be required to read the passages and give to each its proper emotional expression. Teaching the pupils to read in imitation of a good conversational tone will also tend to break up mechanical reading.

Geography.

1. Tropic of Capricorn, 23½° south of the equator.
 Tropic of Cancer, 23½° north of the equator.
 The limits of vertical rays from the sun locate them.

2. There are two general kinds—Republics and Monarchies. A Republic is a State where the people choose those who carry on government. A Monarchy is a state in which the ruler holds his office for life by virthe of his birth.

3. Dom. of Canada .... Ottawa.
United States .... Washington City.
Mexico .... Mexico.
Cen. America—
Guatemala .... Guatemala.
Honduras .... Tegucigalpa.
San Salvador .... San Salvador.
Nicaragua .... Managua.
Corta Rico .... San Jose.
Belize .... Belize.
To these we may add Greenland, Iceland, and the West Indies.

4. Boston .... Mass.
N. Y. City .... N. Y.
Phil .... Penn.
Charleston .... S. C.
New Orleans .... La.

5. Quito .... in Ecuador,
Vienna .... in Austria.
Canton .... in south-east China.
Marseilles .... in south-east France.
Galveston .... in south-east Texas.

6. Cape May .... southern point of N. J.
Mobile Bay .... S. W. corner of Ala.
Island of Corsica .... in the Med. Sea.
San Joaquin River .... in California.
Wasatch Mts .... in Utah.

7. Birmingham .... in England.
Rouen .... in France.
Prague .... in Prussia.
Munich .... in Bavaria.
Naples .... in Italy.

8. Belgium. the German Empire, Switzerland, Italy, Spain. France is a republic.

9. Austria and Italy; Venice.

10. Nile, Zambesi, Orange, Congo, Niger.

U. S. History.

1. Mounds, earthworks, and other relics that the Indians know nothing about. These remains indicate a much higher civilization than that possessed by the Indian.

2. The Huguenots were persecuted and they came to America to find a place where they could enjoy their religion unmolested.

3. Louis had offended the English by placing his grandson upon the throne of Spain. War was declared by England against France and their respective colonies took up the quarrel.

4. Burke, Fox, Barre', Conway and Pitt, concerning Lord North's conciliatory plan, one of them said that 'it was like trying to put out a conflagration with a bucket of water." One of the colonies replied that it yet compelled them to yield that, over which they claimed to have supreme right.

5. Benjamin Franklin. He was not required to dress in court costume. Really, there was no wig in Paris that would fit him.

6. (a) A great financial panic, the Sub-Treasury Law, the Canadian Insurrection. The U. S. claimed the whole western coast to latitude 54° 40′. It was settled by drawing the boundary at 49°.

7. The Ordinance of 1787, was a law enacted in Congress July 13, 1787, for the government of the territory of the U. S. north-west of the river Ohio. Concerning slavery—"There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crime whereof the party shall have duly convicted; &c."
 Concerning education—"schools and the means of education shall forever be encouraged."

8. (a) Apr. 14, 1861; (b) Confederates numbered thousands, Federals 70; (c) An uprising of the people, north and south, to plunge into war.

9. In the North, slavery did not progress on account of the climate, occupations and public sentiment. In the South, the raising of cotton made slavery profitable, and the climate of the South was favorable to its existence and growth.

10. Gen. Thomas moved out of his works to attack Hood, who was driven from his works and pressed back to the foot of Harpeth hills. Next day Hood was driven through Brentwood Pass, leaving behind many guns and prisoners; he was pursued several days in a kind of running fight, and at l[illegible] his army fell back much shattered across the Tennessee River.

Practical Lessons.

United States History in its Relation to European History.—VI.

E. GROWTH OF SELF-GOVERNMENT.

I. Results of Kingly Legislation.
  d. Charles II.
    (1) His beneficence to Connecticut.
    (2) His beneficence to Rhode Island.
    (3) Establishment of Independence in both, in all but the name.
  e. James II.
    (1) Desire to overthrow liberties of the Colonies,
    (2) He favors grants giving liberty to Pennsylvania and Delaware.
  f. Other Monarchs.
    (1) Chiefly involved England in wars which more or less influenced America.

II. Results of Kingly Neglect.
  a. General statement—Neglect during long contests in England—Results.
  b. Kingly neglect and the reaction from Kingly oppression of more benefit to Colonies than all legislation of Monarchs.

The year of the restoration brought to the throne of England a monarch, to the record of whose infamous misdeeds the history of America adds the only redeeming feature. In regard to the condition of Connecticut during the succeeding century, under the charter of Charles II., Bancroft says: "Its institutions were perfected and with transient interruptions, unharmed. Its history in all that period is the picture of colonial happiness. To describe its condition is but to enumerate the blessings of self-government as exercised by a community of free-holders who have leisure to reflect, who cherish education, and who have neither a nobility nor a populace. Could Charles II. have looked back on earth and seen what security his gift of a charter had conferred, he might have gloried in an act which redeemed his life from the charge of having been unproductive of public felicity. The contentment of Connecticut was full to the brim."

Upon Rhode Island was conferred an even greater benefit. When John Clark, the faithful agent of the colony in England, presented to the "benevolent monarch" a petition for a charter embodying full rights of liberty of conscience, of self-government, and immunity from the oath of allegiance to the English king, with only a controversy concerning boundaries, every feature desired was granted and the charter signed and sealed. No where was joy ever more general and rejoicing more unrestrained than throughout Rhode Island. By this new charter a seemingly pure democracy was established, a form of government by all but Rhode Islanders, believed to be impracticable. But now their republic was organized, and no where in the world were life, liberty, and property safer than in Rhode Island.

Like Connecticut, the colony was independent in all but the name. If Charles II. was a curse to England, when we think of Rhode Island and Connecticut, their principles of freedom and independence, and the vast results which those principles accomplished for the united colonies, we must hesitate before we apply to that monarch the other opprobrious title so often used: "a disgrace to humanity."

James II. cameto the throne with the deliberate intention of destroying the liberties of the colonies and overthrowing their independent spirit. His policy was formed with this in view, but being contrary to the spirit of English institutions the system vanished like the shadow of a cloud.

Had not the English people timely revolted at the "impartial injustice" of their king, we cannot estimate the evil he might have done for America. The only benefit to effect the general evil disposition of James II. was his "honest friendship" which led him to favor the grants giving liberties to Pennsylvania and Delaware.

The intervening sovereigns between the English Revolution and American Independence (with the exception of George III. whose reign will be discussed subsequently), legislated but little either way for or against the colonies. Their indirect acts of most importance to America were the wars with other powers, which had the effect only of influencing certain boundary lines in America, to detail which would be of little interest or value to our purpose. We need only mention that William III., by engaging in the war of the Spanish Succession, determined as to territory, the destiny of the United States. The history of these other monarchs, as far as it refers to America, can only be considered under the titles of the influences of the *neglect* of English rulers upon America.

"During the long contests in England popular liberty had thriven vigorously in the colonies, like the tree by the rivers of waters, that grows in the night time, while those who gave leave to plant it were sleeping. Their governments were the most free the world has ever instituted. They had developed a system of equal representative government in perfect symmetry and had enjoyed it with exact regularity. In the reign of each one of the Stuarts England was left for many years without a Parliament. From the time that Southampton and Sandys established the system of assemblies in Virginia it was maintained there by an unbroken usage and the distribution of the representation was relatively fair and just. So it was in Maryland, and so, too, in the Carolinas, in Pennsylvania, and in Delaware, without interruption. The spirit of liberty had been one and the same in Englishmen at home and Englishmen in the colonies, with this momentous difference: England capitulated with the old institutions of monarchy, prelacy and hereditary aristocracy, which it was unwilling and unable to efface; in the colonies neither of these were present. The popular element which had been baffled in the older country existed in America without a master or even a rival." This was the result almost entirely of the neglect of the colonies by English kings.

We have considered the benefits conferred upon them by kingly legislation. But granting that these charters were given from loftier motives, beyond them we cannot see that England's rulers have conferred upon America more than a very slight benefit by any of their laws relating to her. Their beneficial influence has been a negative one, brought about in two ways:

First by a perfect neglect at certain periods, giving opportunity for the practice of self-government; and second, by the reaction resulting from mis-legislation and oppressive acts of parliament. In general, when England gave the colonies her attention they suffered. When, on the other hand, distracted by the wars at home, she forgot to look at them, they enjoyed the blessings of peace and prosperity.

(To be Continued.)

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FROM

Indianapolis to the west.

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Indianapolis.....lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

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Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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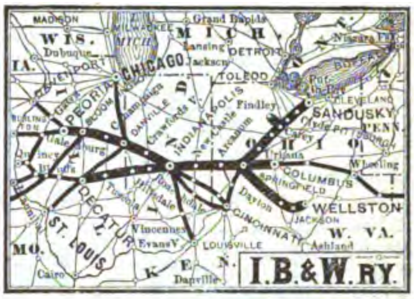

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Greensburg	Lv	10.28 "	....
Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1.54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
Louisville	Ar	8.00 "	....
Greensburg	Ar	5.15 "	....
Cincinnati	Ar	7.10 p.m.	....

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VOL. III INDIANAPOLIS, INDIANA, DECEMBER 20, 1884. No. 23

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Current Events.

The celebrated slander suit of Hon. Jas. G. Blaine vs. the Indianapolis Sentinel was ended Tuesday, Mr. Blaine, by his attorneys, filing a motion to dismiss on the ground that it would be impossible to obtain justice in Indiana.

The secretary of the American Iron and Steel association says he has just returned from an extended trip to Pittsburg and other points on the Pennsylvania railroad and its connections, and must frankly say he found most of the branches of the business in a very depressed condition, although there is a notable absence of that hopeless feeling among the people which prevailed in the years following the panic of 1873.

The World's Industrial and Cotton Centennial Exposition at New Orleans was formally opened on the 16th. At the White House in Washington were gathered most of the members of the diplomatic corps and of President Arthur's cabinet, with their wives; the President of the Senate and Speaker of the House; George Bancroft the historian and other distinguished guests. At New Orleans a vast crowd was assembled. After the opening prayer by Dr. Talmage and an address by Director-general Burke, President Richardson delivered an address to the President of the United States, which was transmitted by telegraph immediately to the White House, where an instrument had been placed. President Arthur responded in an appropriate address at the conclusion of which he touched a key closing the electric circuit and setting in motion all the machinery in the Exposition. As the machinery began to move a large portrait of President Arthur was placed in the middle of the platform and was greeted with prolonged applause. The World's fair was thus formally opened under the most pleasing auspices, and with the best of feeling manifested on all sides.

CONGRESS.

The impression prevails in Washington that the Spanish treaty will be defeated.

The question of discontinuing the coinage of silver was warmly discussed in the Senate, Mr. Sherman especially making a forcible speech.

The bill for the admission of Dakota as a State has passed the Senate and now goes to the House.

On Monday the House defeated the bill providing for the retirement of one and two-dollar treasury notes, and the issuing of silver certificates as a substitute.

A bill passed the House amending section 3,940 of the statutes relating to forwarding mail matter. It authorizes postmasters to forward mail of the second, third, and fourth class on which postage has once been paid in full. This rule is now in force in regard to mail matter of the first class.

In the Senate a resolution was agreed to, calling on the Secretary of State to communicate to the Senate all accessible information regarding the extent and character of the foreign trade with Mexico, the Central and South American states, Cuba, Porto Rico, and San Domingo; to include, if possible, a detailed statement of the value and character of the manufactured and other articles comprising the imports and exports of such states and islands; and also the share of the United States in the trade of each, and the portion of such imports and exports transported in vessels belonging to citizens of the United States.

Foreign.

A dispatch from Admiral Courbet, dated Keelung, Saturday, Dec. 13, says: "We have dislodged the Chinese from the works they had thrown up, menacing our positions. Two hundred Chinese were killed or wounded."

The news from India continues to be alarming, and the concerted action of Germany and Russia in Egypt increases the suspicion that there is some agreement between them as to Russian action against England in central Asia. All these things have produced a very uneasy feeling in London.

The next presidental election in France bids fair to be almost as exciting as the one which has just been passed through in the United States. M. Grevy is constitutionally eligible for re-election and is more than willing to have a second term, but there are obstacles in the way, and a strong anti-Grevy campaign has already been organized in Paris.

Educational Miscellany.

Our Trade with Japan.

Middle aged readers can readily recall the time when the empire of Japan and the heart of Africa were equally unknown to the world, and the memory of Perry's notable unsealing of the ports and commerce of Japan must be fresh in their minds. It was a triumph of American diplomacy, and to-day there comes to these shores $14,000,000 worth of goods annually, while the amount and value of these imports augment rapidly. A feature of the Japanese trade seems to be that those engaged therein almost invariably make money. It is a trade which calls for special fitness; and once established seems better than the average silver mine.

Of Japanese imports, during the season ending December 31, 1883, New York took nearly $6,000,000 in value; Chicago, $2,500,000; San Francisco, a half million, Canada say three and a half millions. Their value goes to show that in exchange for the halt million dollars' worth of refined petroleum sent to Japan last season Uncle Sam gets an assortment of invaluable articles. First in value and importance is crude camphor, a substance that more closely resembles a cheap grade of white sugar than anything else. It was imported to the value of half a million dollars last season—33 241 piculs.

Japanese vegetable wax is another important product of the awakened island. It is a rival of paraffine wax in many ways, and is consumed in great quantities by New England cartridge makers, and by manufacturers of celluloid. Of this substance, over 2,600 piculs were imported last season, worth nearly $300,000. The cuttlefish bone, without which the life of the imprisoned canary would be stale, flat, and unprofitable, is still another product of Japanese origin. Over 1,600 piculs were imported last season, worth $246,000. This article showed an increase in the amount imported of 100 per cent over the previous year's trade. Then comes Japanese fish oil, a competitor of our menhaden oil. The wonderful abundance of fish in Japanese waters, and the fact that labor can be procured for a few cents daily, enable exporters to send this oil 10,000 miles, and still compete with that expressed from fish that swarm along the Atlantic coast. Of this article, over 100,000 piculs were imported, worth $246,000. Isinglass, due to the abundance of fish already referred to, was imported from Japan last season to the extent ot nearly 9,000 piculs, worth $264,500.

The metal antimony, of prime necessity in medicine, is yet another valuable product of Japan, and the last season brought out nearly 30,000 piculs, worth $138,000. The type founder is a large consumer of this peculiar metal also, for it possesses the singular property of retaining its volume when cooling after melting, while other metals shrink. This endows metal allowed with antimony with the attribute of retaining a clear cut impression of the mould, so requisite in type making. Among the articles which are found among the Japanese merchants' samples is a silvery powder. This powder glistens from the surface of modern wall paper, imparting a beautiful appearance, and it serves to enhance the charming snow scenes depicted on Prang's Christmas cards. This substance is Japanese mica, ground to powder, and when used as described gives the article it is spread upon all the sparkling beauty worn by the surface of snow under the moon's rays.

The list of Japanese goods includes a long array of articles, some of them as unique as the country from whence they come and the people who make them, but the *Independent Record* asserts that above are the leading articles of interest to our trades.—*Scientific American.*

Practical Lessons.

United States History in its Relation to European History.—VIII.

F. GROWTH OF AMERICAN INDEPENDENCE.

I. General Causes.
  (a) Development of more liberal views.
  (b) The inherent rights of mankind assert themselves.
II. Specific Causes.
  (a) Navigation Act.
  (1) Its character. (2) Its results.
  (b) Weak or corrupt ministries.
  1. Grenville's minisitry--His personal character—Devoted to Navigation Act which he enforces--Drafts and carries Stamp Act—Ministry indiscreet and disunited.
  2. Cumberland's ministry—"Weakest and worst since English Revolution."

Having determined that European events had a great effect upon America, in the matters of discovery, exploration; colonization, and the growth of self-government, we shall now turn to the culminating point of the whole story, and investigate the foreign causes which led to the unity and independence of the colonies· These causes are of two kinds, general and specific.

The American Revolution was not a deliberate rising in arms for the purpose of throwing off England's sovereignty and establishing the colonies on an independent basis. It was a war for rights, it was the development of a principle, and the expression of an idea that had for ages been advancing.

The Americans fought for their rights, their liberties, the security of their homes, and freedom from burdens imposed by England's folly. At the beginning of the struggle they longed, not for independence, but for conciliation, and the enjoyment of the rights of Englishmen. When, in the course of the war, they saw independence tandings as their only safeguard, with its only alternative, servility, staring them in the face in case they did not obtain it, they resolved to win the former at any cost, *but not till then* did they make the resolve.

So the Revolution was the product of the gradual development of more liberal views and opinions

The time had now come when the people could no longer submit in silence to the arbitrary and oppressive laws of a king and council who had no interest in America, who had besides almost no knowledge of her condition or her wants. The lessons of privation and sorrow coupled with those of freedom and self-government, which the colonists had learned from their ancestors, would not permit them now to suffer England to trample their liberties under foot, to heap burdens upon their heads, or to impose laws upon them without their knowledge or consent, and it is because Europe had given America sons of the right stamp, and had implanted within their hearts such seeds as these, that the Revolution occurred, and America became free. These in general, were the causes of the American Revolution: (1) Development of more liberal views, and (2) the fact that the inherent rights of mankind had at length found strength to assert themselves and a people willing to fight for them.

"American independence, like the great rivers of the country had many sources, but the head spring that colored all the stream was the Navigation Act." We can think of no better way to adequately express the vast importance of the first and greatest cause of the Revolution. It was nothing more nor less than a system of monopoly by which England compelled America to buy of her merchants all the commodities which the colonists needed, forbidding the manufacture of many such things in America, and further compelling her to sell to English traders all her produce and permitting her to sell to foreigners only such things as the English did not want.

The Navigation Act enriching the English merchants but not the English people, produced in America most baleful results, causing low prices for what they sold, and high ones for what they must buy. Besides, it was a "manifest violation of the rights of mankind" and on this account, created discord beween the mother country and her colonies, scattered the certain seeds of a civil war and contained a pledge of the ultimate independence ol America.

The second special cause of the independence of America is found in the fact that for several years before the commencement of the actual struggle until its object had been secured by a final treaty England suffered from a succession of the worst ministries ever known in her history.

Wm. Pitt had, it is true, regarded the liberties of America, rejected certain acts of injustice (which afterwards were imposed) and had done much for the real benefit of the colonies. The main act of Bute, a man of very fair ability, was to establish in America a standing army, and to pledge the House of Commons, to provide for its support by a tax in America.

But it is to such men as his successor and the rest of the ministers until the peace that ended the revolution, that we particularly refer.

George Grenville succeeded Bute, at the head of a ministry indiscreet and disunited, a fact which in itself was the cause of much mischief to England. Grenville's personal character, however, was more especially the cause of this mischief in regard to America. He loved offiice for its emoluments and desired to retain the favor of Parliament that he might be secure in his power. He doubted the right or propriety of taxing the colonies without allowing them representatives; but Parliament was oppressed by an increased public debt and insisted that America should help bear the burden, so Grenville began his American policy upon what he believed to be "the true principles of policy, of commerce and of finance," the principle of taxation of American at all odds. He was a firm devotee to the Navigation Act, which he "worshiped as the palladium of his country's greatness." Already, as head of the admiralty, he had introduced steps to rigidly enforce its provisions; as head of the cabinet he carried out this policy. English Parliaments had long desired an internal revenue in America. George Grenville was the author of the first definite attempt to secure it, and Americans most readily recall his name when the Stamp Act of 1765 is mentioned. He not only proposed and carried out this most unwise enactment, but was its champion all through those long and bitter discussions in the English Parliament which ended in its repeal. Thus was the lack of wisdom in the ministry of Grenville productive of two acts, which though directly a curse, yet, by their reflex action, became benefits to America, namely the enforcement of the Navigation Act and the passage of the Stamp Act, the latter of which has been designated as a harbinger of American Independence.

In July 1765, as the result of numerous dissensions the Duke of Cumberland formed a ministry which was noted for its lack of men of commanding ability. It had not a single measure to propose to the crown, to the nation, or to the colonies, and in Parliament its want of debating talent stamped its character with weakness. During the next few years, this cabinet underwent several changes, until at the succession of Rochford, it was "the weakest and worst which England had known since the Revolution."

(To be continued.)

Penmanship.

BY E. S. EDMUNDS.

Introduction.

Human progress with all its manifold benefits would have slumbered in the depths of the great Unknown had not man invented that wonderful process of preserving human thought—writing.

In the primitive ages, man's desires were very few, and whatever his hands produced was of the rudest character. He built his fire of the dry faggots, which he could easily break with his hands, for his mind had not yet grasped the idea of a sharp instrument for cutting the harder material and making it subservient to his will. Ages having elapsed, desires increased with the growth of the intellect, and man having progressed to a higher plane, found that, although he could communicate thought to his fellow, through very inarticulate sounds in the form of a rude language, he could preserve only such thoughts as had been retained in the mind. At this juncture, there beamed in upon the mind the grand idea of representing thought and sentiment by the use of pictures which would convey the ideas, not only to those then living, but to those yet unborn.

Behold the sacred monuments of classic Egypt, covered with pictured characters of thought, covering the dynasties of forty centuries, and revealing the arts and sciences of a people, in some respects, the equal if not the peer of those of the 19th century. The hieroglyphics, or picture writing paved the way for the cursive Hieratic, through which the larger portion of Egyptian literature has reached us. But the outgrowth of the Hieratic developed into the Demotic, which soon made way for the Coptic, itself marking the final decay of the Egyptian language. The latter, however, prepared the way for the Arabic.

Comparing the three original systems of writing, the Hieratic is, of all the others, the most important, from the fact that from its characteristic symbols, the Phœnician alphabet was derived. This was the parent of nearly all the graphic systems of the world. And as the Phœnicians adopted only the phonetic symbols, we find that this was the origin of the first purely alphabetic system of writing. Passing on, we find no traces of writing in any form in Britain before the Roman Conquest. Cæsar, being a profoundly educated man, introduced the Latin letters into the newly conquered islands. Since that eventful period many important changes have occurred. At about this time and place the so called "running hand" first appeared· Then came the "mixed Saxon," followed by the "elegant Saxon." The latter style was brought into notice during the 10th century, remaining the standard of writing for nearly two hundred years. Consequently, some of the most skillful penmen and best authors on the subject since that period have been Englishmen.

At the present time the United States can boast of the largest proportion of people who can read and write of any other nation on the face of the globe, and hence penmanship receives more attention as a branch of popular education. We have developed through Payson, Dunton, Spencer and others a system of our own. Spencer's sons have done as much toward nationalizing our chirography since their father's demise as was done through him and his allied force of Spencerian writers. Prof. D. T. Ames, the artist penman, Prof. Flickinger, Kibbe, Peirce, Musselman, Michaels, Isaacs and scores of other more or less brilliant lights in the pen art, have done very much to both simplify and beautify the systems of writing and make them national.

We have briefly paved the way for an extended series of contributions upon the Science, and Art of Penmanship, realizing the fact the teacher—the earnest, active leader in the path of education—is greatly in need of both the theoretical and practical knowledge. We shall aim to give through the columns of the WEEKLY not only that which is practical, but also to stimulate in all a desire to love the beautiful in art as well as in nature. In our humble walks through those so-called *detestable* fields of practice which constitute such a large percent of the "art of Art," if all will carefully note the thoughts as presented, and carry into actual practice the portion laid down in that line, we think that at the end of the course all will feel that their time has been spent to some lasting purpose. In our work we are indebted to many writers, teachers and authors, among whom are Gaskell, Ames, Kibbe, Flickinger, Spencer Bros., Hinman, Kelly, Pierce, Musselman, Michael, Isaacs and scores of others, who have given penmanship their individual attention for years, and with such aid we hope to accomplish much. Asking our readers' pardon for detention in the Introduction, we will present in our next, Practical Writing.

Superintendents of Eastern Indiana and Western Ohio in Council.

Pursuant to a call, a goodly number of superintendents of graded schools from Eastern Indiana and Western Ohio, met at Winchester December 5, and 6 for the purpose of an informal discussion of topics relating to graded school management. J. J. Mills, of Earlham College, was elected Chairman, and E. H. Butler, of Winchester, Secretary.

After stating the purpose of the meeting and inviting all present to participate in the discussions, the President announced the first topic, "How can a superintendent best expend his time and energies?" The discussion of this subject was quite exhaustive, interesting and profitable.

Superintendent Treudly, of Union City, said "there was a tendency of many superintendents to engage in the mechanical work of the school, rather than that which will be suggestive to teachers. He should act as a motive power over a child's spiritual nature. He should take a great deal of time for reading. He finds it profitable to teach a part of the time, say one-third. He visits his teachers often for the purpose of ascertaining the character of their work, but rarely hears recitations in their presence. He holds private consultations with his teachers in the way of giving them advice and suggestions.

J· J. Mills offered some valuable suggestions, and in the course of his remarks said substantially, that a superintendent should not only read himself but should direct the reading of his teachers. He ought to make his teachers feel at home when he visits them. He should have a clear conception of the work to be done. He should strengthen his teachers. The work of a superintendent *for* a teacher should be reduced to a minimum. He thought, however, that the superintendent should handle the pupils and illustrate how he could teach a class, and at the same time assist the teacher without pupils drawing contrasts. He would make examinations largely oral.

Superintendent R. J. Hamilton, of Anderson, talked quite extensively upon this subject and made many good points. He thinks that a School Board cannot afford to have a superintendent teach, although he teaches only one half of his time. Did not favor a superintendent teaching classes while visiting grades, because it placed the teacher at a disadvantage. The superintendent will not hear a class unless he can do the teaching better than the teacher. The superintendent ought to outline the work of the teacher.

The discussion of this subject was further participated in by Cyrus Hodgin, of the Richmond Normal School; Mr. Hancock, of the Farmland Schools; W. W. Wirt, of the Portland Schools; Mr. Hobbs, of the Ridgeville Schools; and E. H. Butler, of the Winchester Schools.

The second topic, "School Appliances," was opened by Mr. Hodgin, who said in substance that the best appliance was a good teacher. We ought to have comfortable houses, plenty of light and good reference books.

Mr. Treudly explained the use of the sand box in teaching geography and history. Miss May Wiseman of the Winchester Schools explained the use of shoe pegs in teaching primary numbers. Miss Alice Nichols, also of the Winchester Schools, explained the use of alphabet cards. Mr. Mills thought the best appliances of the school were the ten fingers. Skill in the use of the fingers with crayon and the black-board was of the greatest importance to the teacher. This subject was further discussed by other superintendents.

Adjourned to meet Saturday morning at 8 o'clock.

SATURDAY, 8 A. M.

J. J. Mills in the chair.

By consent, topics were limited to one half hour.

The first topic, "Best Methods and Aids to Language Teaching" was taken up by R. J. Hamilton, who said that he found it a good plan to place pictures in the hands of pupils and have them describe them. In the Anderson Schools the work of language teaching begins with the child's first year in school, but they do not use a book on the subject until the sixth year. As aids to language teaching the following were recommended:

"Elementary Lessons," by Mrs. Knox; Powell's "How to Talk," and "How to Write;" Mickelborough & Long's "Language Exercises;" and Stickney's "Lessons."

Messrs. Treudly and Mills favored placing the book in the hands of children. Mr. Mills thought the committing memory gems a valuable auxiliary to language work.

Mr. Hodgin thought that the reading or committing standard literature was very beneficial in the improvement of the language of pupils.

Superintendent Luckey, of Decatur, thought that Peasley's "Graded Selections" were beyond the comprehension of the pupils for whom they were intended. The question was further discussed by Mr. Hamilton and others.

"Supplementary Reading" engaged the attention of the superintendents for more than one hour, notwithstanding the half hour rule previously adopted. The discussion became so interesting that but little note of time was taken. All agreed that supplementary reading was beneficial, and Superintendent Treudly recommended Sherwood's Readers as very valuable, also E. O. Vaile's Publications. "The Week's Current," "School Herald," School News," "Wide Awake" etc., were recommended by the different superintendents present.

Mr. Mills thought there was a tendency to diffuseness in supplementary reading. He thinks we get the best results in the upper grades by concentrating upon a few selections.

"Recess or no Recess" was the subject of a lively discussion for more than an hour. Superintendents Treudly and Luckey were the only advocates of the indoor recess. The former said the plan adopted at Union City is to have two five minute's rest each forenoon and afternoon. One of these rests to be taken out of doors and the other in the house. He says that his teachers and pupils like the plan so well that they could not be induced to return to the old method of out door recess. The other superintendents seemed to favor the out door recess.

The following subjects were discussed in their order:

Mr. Luckey, of Decatur, says that he has his teachers meet every morning for congratulations and directions for the day's work. He finds this necessary as he is compelled to teach all of the time.

Many superintendents reported their teachers as taking the course of instruction laid out by the committee appointed by the State Teachers' Association.

"How can we prepare pupils for College and at the same time prepare pupils for the business of life?" was suggested by C. H. Wood, Principal of the Winchester High School and a lively discussion ensued.

It was generally agreed that it could not be done in the same course of study. The discussion on this subject resulted in the appointing of J. J. Mills, F. Treudly and R. J. Hamilton as a committee to arrange a High School course of study and report to a future meeting.

The subject of "Oral or Written Examinations" was then taken up, but for want of time the discussion was necessarily short.

So well pleased were the superintendents with this meeting it was unanimously agreed to have another during this school year, and R. J. Hamilton, E. H. Butler and F. G. Cromer of Union City, Ohio, were appointed to arrange for the next meeting. By a vote Union City was selected as the place of meeting.

The teachers of the Winchester Schools and some of the citizens were present and enjoyed the exercises very much.

J. J. MILLS,
President.

E. H. BUTLER,
Secretary.

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Each weekly issue contains important matter arranged under the following headings:

1. Current Events,
2. Public Sentiment.
3. Current Science,
4. Practical Lessons,
5. Primary Lessons.
6. Pedagogics.
7. Educational Miscellany.
8. Facts, Figures and Personals.
9. Correspondence and Home News.
10. Official.

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Examination Questions and Answers will be published promptly.

J. M. OLCOTT, Editor.

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NEWSPAPER DECISIONS.

1. *Any person who takes a paper regularly from the post office,—whether directed to his name or another's, or whether he has subscribed or not—is responsible for the payment.*

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Address all letters, telegrams, etc., pertaining to the business management of the Weekly, and make drafts, money orders and checks payable to C. S. Olcott, 24 South Pennsylvania Street, Indianapolis. Matter intended for the columns of the Weekly should be addressed to J. M. Olcott, Greencastle, Ind.

MAKE THE SCHOOL ROOM ATTRACTIVE.

The portraits of Longfellow, Bryant, Whittier and Emerson, published by Houghton, Mifflin & Co., Boston, life size, when framed and hung up in a school room, not only add beauty to the appearance of the school room, but there is a sort of inspiration that comes over the school when they are so placed which doubly repays the cost of the pictures. There are other pictures of equal value which can be had at trifling expense. We have great faith in pictures and flowers to help to make the school room attractive. But we are on the eve of a great movement in this direction. The dawn of the day approaches when the intelligent use of school libraries will serve to make the school room attractive. We are not alone in the belief that the next important step toward perfecting the public school system, and the one great unsolved problem that now occupies the thoughts of the educational advance guard, is none other than the provisions to be made to meet the demands of the school library.

Superintendents of schools as well as teachers have yet to learn how to use a library so as to make of it the greatest of all help in legitimate school work, for such it is. This is the problem which transcends all others in importance at the present time. It will be much easier to get the libraries, than to learn how to use them to advantage. "How to make the library do most service to the school" is the subject assigned to Dr. James Baldwin, superintendent of schools at Rushville, in the high school section program, at the State Association, and we do not believe a more important subject will come before the association in its practical results. We know something of Mr. Baldwin's experience in this line and his views upon the subject, and therefore make a special request that every one in attendance upon the association, make it a point to hear what Mr. Baldwin has to say on the chief problem now before Indiana teachers.

CHRISTMAS.

Of all National Holidays the one most universally appreciated is near at hand. Who does not welcome the annual return of Santa Claus? Giving and receiving gifts affords unsullied pleasure. Who is to oyoung or too old not to participate in the festivities of Christmas? Who too rich, or who too poor, not to be made happier by giving or receiving gifts on Christmas morning? The schools will be dismissed, and we are glad of it: Sunday schools will hold their festivals, and we rejoice with the children; the family circle will have its christmas tree; homes will be made happier, at least for the time being; the world will be made better at least for a day. Welcome Christmas! In reviewing the recurring scenes of half a hundred annual returns of this sacred Holiday the one above all others which has afforded us the most lasting pleasure was celebrated in this way. The entire Christmas day was devoted to the dispensing of over 500 gifts to the poor. It was announced in advance that a committee would be on hands at 8 o'clock at a certain place on a cold wintry Christmas morning, to receive such presents as the children of the schools felt free to bring as a Christmas offering to the poor. By previous announcement it was understood that all kinds of fruit, vegetables, cooked meats, bread, cakes, candies etc., would be received also all kinds of clothing for children, dolls and other play-things, picture books and toys, would be received and distributed by this committee to poor children, those whose parents were not able to purchase Christmas presents. All day long the children came laden with baskets and bundles, as, cheerful as the giver of a free will offering has a right to be. A happier set of children than were those donors it has never before nor since been our privilege to meet. While at the other end of the line, as those various gifts were distributed an equal number were surprised and made to rejoice with gladness. Verily it is more blessed to give than to receive.

If any of our readers wish to tap the well springs of American generosity and witness the overflow, of joyous youth let them try the experiment as above indicated. We would not deprive any one of a single joy that comes though this Blessed Holiday. On the contrary we desire to add what is within reach to these annual pleasures, and for this purpose make the suggestion that Christmas presents should not always be given with the expectation of receiving in turn an equivalent the next recurring season.

The brightest spot in American history is its care for the unfortunate and in American character its readiness to help the poor. These divinely appointed attributes of National character are worthy to be cultivated in the schools. The Christmas Festival affords an opportunity to strengthen and enlarge the field of activity for these beautiful customs and characteristics of our people.

Option in School Studies.

In education, as in other things, I am a firm believer in the principle of expending the least force which will accomplish the object in view. If a language is to be learned, I would teach it in the easiest known method, and at the age when it can be easiest learned. But there is another theory which is often acted upon, though seldom explicitly stated—the theory that, for the sake of discipline, hardness that is avoidable should be deliberately imposed upon boys; as, for instance, by forcing a boy to study many languages, who has no gifts that way, and can never attain to any mastery of them. To my mind, the only justification of any kind of discipline, training, or drill is attainment of the appropriate end of that discipline. It is a waste for society, and an outrage upon the individual, to make a boy spend the years when he is most teachable in a discipline, the end of which he can never reach, when he might have spent them in a different discipline, which would have been rewarded by achievement. Herein lies the fundamental reason for option among school as well as college studies, all of which are liberal. A mental discipline which takes no account of differences of capacity and taste is not well directed. It follows that there must be variety in education instead of uniform prescription. To ignorant or thoughtless people it seems that the wisdom and experience of the world ought to have produced by this time a uniform course of instruction good for all boys, and made up of studies permanently preeminent; but there are two strong reasons for believing that this convenient result is unattainable; in the first place, the uniform boy is lacking; and in the second place, it is altogether probable that the educational value of any established study, far from being permanently fixed, is constantly changing as new knowledge accumulates and new sciences come into being. Doubtless the eleventh century thought it had a permanent curriculum in "*Lingua, tropus, ratio, numerus, tonus, angulus, astra*:" doubtless the course of study which Erasmus followed was held by the teachers of that day to supply the only sufficient liberal education; and we all know that since the year 1600, or thereabouts, it has been held by the wisest and most cultivated men that Greek, Latin, and mathematics are the only good disciplinary studies. Whewell, whose foible was omniscience did not hesitate to apply to these three studies the word *permanent*. But if history proves that the staples of education have in fact changed, reason says still more clearly that they must change. It would be incredible that organized education should not take account of the progress of knowledge. We may be sure that the controlling intellectual forces of actual world, century by century, penetrate educational processes, and that languages, literatures, philosophies, or sciences which shows themselves fruitful and powerful, must win recognition as liberal arts and proper means of mental discipline.—PRES. C. W. ELIOT, in *The Century*.

LITTELL'S LIVING AGE FOR 1885.

For over forty years *The Living Age* has afforded the most convenient means of keeping informed in the best literature of the day. Issued weekly, and giving over three and a quarter thousand large and well-filled pages of reading matter yearly, it presents, with a freshness and completeness attempted by no other publications, the ablest essays and reviews, the choicest serial and short stories, the most interesting sketches of travel and discovery, the best poetry and the most valuable biographical, historical, scientific and political information from the entire body of foreign and current literature, and from the pens of the ablest living writers.

Such authors as Prof. Max Muller, Jas. A. Froude, Prof. Huxley, Richard A. Procter, Rt. Hon. W. E. Gladstone, Edward A. Freeman, Prof. Goldwin Smith, Prof. Tyndall, Dr. W. B. Carpenter, Frances Power Cobbe, Francis Galton, The Duke of Argyll, Wm. Black, Miss Thackery, Mrs. Muloch-Craik, Geo. MacDonald, Mrs. Oliphant, Mrs Alexander, Jean Ingelow, R. D. Blackmore, Thos. Hardy, Alfred Russel Wallace, Matthew Arnold, W. H. Mallock, P. G. Hamerton. W. W. Story, Ruskin, Tennyson, Browning, and many other prominent writers of the age, are represented in its pages.

The subscription price ($8 a year) is cheap for the amount of reading furnished, while the publishers make a still cheaper offer viz,: to send *The Living Age* and any one of the American $4 monthlies or weeklies, a year, both post-paid, for $10.50: thus furnishing to the subscriber at small cost the cream of both home and foreign literature. The publishers also offer to send to all new subscribers for the year 1885, remitting before Jan. 1st, the weekly numbers of 1884 issued after the receipt of their subscriptions, *gratis* Littell & Co., Boston, are the publishers.

Literary Notes.

TABLEAUX OF THE FRENCH REVOLUTION. G. P. PUTNAM'S SONS, New York.

An elegantly prepared book typographically. The design is to furnish easy French reading lessons, and at the same time teach valuable lessons in French History. It is edited by Profs. T. F. Crane and S. J. Brun, of Cornell University, and has an introduction by President A. D. White.

THE ART OF SPEECH, in two volumes. Vol. 1, Studies in Poetry and Prose. Vol 2, Studies in Eloquence and Logic. By L. T. Townsend; D. Appleton & Co., New York. Price 60c. per volume.

These little books are admirably adapted to the needs of those who have not the time to devote to the study of the lengthy treatises. The plan is somewhat novel. Vol. 1 summarizes the laws of speech, adding many practical suggestions. Vol. 2, Part 1, takes as a model Demosthenes' Oration on the Crown, and from it draws out the principles of true eloquence. Part 2,is a short treatise on Logic.

MURDOCH'S ANALYTIC ELOCUTION. By Jos. E. Murdoch, Actor, Reader and Instructor in Elocution. Van Antwerp, Bragg & Co., Cincinnati, O.

A complete and practical exposition of the only true scientific method of developing the speaking voice. The appearance of this work from the pen of the well known, veteran and accomplished elocutionist, Mr. Murdoch, will be hailed with satisfaction, not only by his many personal friends, but by the public generally, and especially the educational world. Embodying, as it does, the successful experience of nearly fifty years' study and practice of this Art, it can not fail to have a wide recognition and influence.

INDIANA SUPERINTENDENTS OF PUBLIC INSTRUCTION. By Hubert M. Skinner. For sale by Bowen, Stewart & Co., and Merrill, Meigs & Co., Indianapolis.

Mr. Skinner's book will be hailed with delight by Hoosier school teachers generally. It is the first complete account ever written of the lives of the men who have been at the head of the Indiana School System. Mr Skinner's style is always entertaining. He possesses the happy faculty of bringing out in a most fascinating way, many points in history heretofore considered so uninteresting as to be unworthy of mention. The book is well made typographically, and contains a new portrait of each superintendent. The price is 50 cents in paper, 75 cents in cloth. A teacher's library would be incomplete without it.

THE STANDARD BOOK OF FRENCH CONVERSATION. By J. D. Gaillard. D. Appleton & Co., New York.

Instead of the old form of dialogues, this book is a series of questions upon various topics. The pupil is left to frame his own answers. He who will faithfully go through the entire series will acquire an experience and fecility in French conversation not readily acquired in any other way, except by a trip abroad.

TAE ECLECTIC COMPLETE BOOK KEEPING. By John Mayhew, LL. D. Van Antwerp, Bragg & Co., Cincinnati, O.

The book is designed wholly for use in the common schools. The definitions of business terms are clear and easily understood, while the details of the method of keeping books are well explained.

ELEMENTS OF ZOOLOGY. By C. F. Holder and J. B. Holder. D. Appleton & Co., New York.

A well printed, well bound and well illustrated text book. It is destined, we think, to be widely adopted. It is specially designed to make instruction in zoology interesting, by interspersing throughout the book, interesting notes and anecdotes in relation to the habits of animals, etc. The arrangement seems to be all that could be desired.

ELEMENTS OF GEOMETRY. By Eli T. Tappan, Kenyon College. D. Appleton & Co., New Rork.

The aim of the author seems to be to state correctly the first principles of the science of Geometry, upon these premises to demonstrate rigorously and in good English the whole doctrine of Elementary Geometry, and to arrange the matter so as to proceed with easy gradation from the simple to the complex. The name of the author is a guaranty that the work is reliable.

THE COMMON-SENSE HOUSEHOLD CALENDAR, by MARION HARLAND, with a portrait of the author, (Charles Scribner's Sons, New York),

Forms out of the most acceptable and useful household Calendars ever offered to the public. The leaves of the calendar pad contains selections from the author's writings.

SONGS AND RHYMES FOR THE LITTLE ONES, compiled by MARY J. HARRISON, (G. P. Putman's Sons, New York),

Is the title of a new book very much needed, for the instruction and amusement of children. It is an extensive collection of poems adapted to the purpose indicated, without the usual expensive illustrations to accompany them. Lower grade teachers will find this book full of beautiful poems for the children to recite.

HARPER'S YOUNG PEOPLE begins its career in England under the most favorable auspices. The prompt demand for the paper in response to the announcement of the English edition, compelled Messrs. S. Low & Co. to print 50,000 copies of the initial number.

MR. GEORGE W. CABLE'S article on "The Freedman's Case in Equity," which will appear in the January *Century*, is a timely contribution to current literature, in the light of recent discussions in the Southern papers. Mr. Cable, who is a Southerner and an ex-Confederate soldier, calls upon the white people of the South to make the position of the black race not that of "freedmen" but of "free men."

A careful study of "The New England Town Meeting," by Prof. John Fiske, will appear in the January *Harpers.*

THE JANUARY *Century* will have in its War Series, papers by Captain Eads and Rear-Admiral Walke, on the Mississippi gun-boat service, describing the naval engagements at Belmont, Fort Henry, Fort Donelson, Memphis, and Island No. 10. The next paper in the series, after General Grant's "Shiloh" in the February number, will be an account, in the March *Century*, of the battle between the "Monitor" and the "Merrimac," told by Colonel John Taylor Wood, third officer of the Merrimac, and now the senior surviving officer. Colonel Wood was afterward commander of the privateer "Tallahassee," and at the close of the war went to Nova Scotia, where he still resides. General R. E. Colson, commander of the Confederate forces opposite Newport News, will contribute to the same number an eye-witness's account of the famous battle, describing the spectacle of the destruction of the Federal fleet before the arrival of the "Monitor."

Facts, Figures and Personals.

Wabash College is again discussing the question of admitting ladies. It is said by those who pretend to know, that the ladies will be welcomed next year.

The Bee Line will sell round trip excursion tickets between any stations on their line at 2 cents per mile each way on Dec. 23, 24, 25, 30 and 31 and Jan. 1.

Dr. John Hancock, former superintendent of the Dayton, Ohio, schools, has been appointed to assist in preparing the Ohio exhibit at the New Orleans exhibit.

Mr. L. S. Cumback has offered a $25 cash prize for the best examination in Latin in the Preparatory Department of DuPauw University, for admission to freshman class.

The Indiana College Association will hold its sessions in the parlors of the Bates House, beginning at 2 P. M. Monday Dec. 29. By order of the executive committee.

The Panhandle, J. M. & I. & I. & V. R. R.s offer the usual rates for Christmas holidays of 2 cents per mile. Tickets sold Dec. 24, 25, and 31 and Jan. 1, and good for return until Jan. 2.

We beg to call special attention to the Book and Periodical Reviews this week, among which is a notice of the very valuable book entitled "The Book Lover" by James Baldwin, of Rushville, Indiana.

The LaGrange school was never in better condition than at present, under the able supervision of Mr. Bogue. Out of an attendance of over 300 pupils there were but seven tardy during the first two months, four the first, and three the second.

We call special attention to the letter published elsewhere from A. Thompkins, superintendent of schools at Franklin, Ind. The purpose of these lettes is to draw out the special features of particular schools for the benefit of all. Other letters will follow this from other superintendents.

"*Editor of Weekly:* Please to state in your paper if a person gets a six months license in the Spring, or in January, can he or she get another six months license in the Autumn."

The law distinctly states that but one six months license should be issued to any one person. It is of the nature of a trial license.

Prof. J. F. W. Gatch well known in this State as an able Institute Instructor and Normal School man, has been elected Principal of the Normal Pedagogical Institute, Hope, Ind. Over five thousands dollars have been spent during the present year in equipping this school and under its new management it will certainly become one of the leading schools of our State.

Superintendent E. G. Machan, of LaGrange, writes us a good letter and among other interesting items he says:

"I see in last week's issue that 83⅓ per cent. of the Wayne county teachers, attended the first township institute. In this county 89 3-5 of the teachers, attended the first, and the attendance has been good since."

WELCOME, thrice welcome to the "*Educational News.*" This is the name of a new weekly paper in size and general appearance almost an exact copy of the EDUCATIONAL WEEKLY. Of course we think it is about the thing. The day of *weekly* educational papers is at hand. The *News* hails from Harrisburg, Pa., and is edited by Albert N. Raub. We respond to the "please exchange" with pleasure, and we expect to be profited by the weekly visits of Mr. Raub's paper.

A National Farmers' Exhibition is proposed for the near future by the Southern Exposition Company of Louisville, Ky., the purpose of which is to exhibit the agricultural, horticultural, mineral and live stock interests of the whole country, as a leading feature. If, as the statistics indicate, $12,000,000,000 capital is invested in agriculture to only $3,000,000,000 in manufactures, we do not see why the government may not be called upon to give some substantial encouragement to the farming interests, as it has heretofore assisted the expositions which have been chiefly devoted to the *arts* and manufactures.

Advance sheets of the annual catalogue of the University of Wisconsin for 1884–'5 show a present enrollment of 41 instructors, and of 387 students comprising 50 seniors, 35 juniors, 45 sophomores, 59 freshmen, 116 special students, 42 pharmacy students, and 38 law students. In the colleges of arts and letters instruction is offered in 30 departments of study. The aim of the new chair of the science and art of teaching will be "to introduce the students to the practical problems of the school-room, and to develop helpful methods of thinking about them;" "to acquaint him with the chief currents of thought on education, and the most important experiments which have been tried"; "to develop a basis for rational criticism upon educational work, to promote comparative study of schemes of organization, superintendence, etc." The whole number of graduates of the university, beginning with the first class, in 1854, is 1,072.—*Index.*

A BRILLIANT LECTURE.

The lecture given by Prof. DeMotte, of DePauw University on Wednesday evening, December 10th, on electricity was the most brilliant and instructive of any lecture of the kind ever given in Greencastle. The new powerful and expensive apparatus recently purchased by the university was brought into use and by it the recent wonderful progress of electric inventions and science was fully illustrated to the evident delight of a crowded house.

How many young men and women have made their start in life by taking a thorough course of training at H. B. Bryant's Chicago Business College? It affords a ready introduction to active work.

New Orleans Excursion Tickets are now on sale at Ticket Offices of the Jeffersonville, Madison and Indianapolis Railroad Co. For rates and time of trains, call upon or write to nearest Agent Jeffersonville, Madison and Indianapolis Railroad Company, or to H. R. Dering, Assistant General Passenger Agent, Indianapolis, Ind.

The State Superintendent of Schools.

The following complimentary notice of Hon. John W. Holcombe, sent to us by a prominent teacher in the State, we publish with very great pleasure:

HON. J. W. HOLCOMBE—THE RIGHT MAN IN THE RIGHT PLACE—HIS PAST WORK AND HIS FUTURE PLANS.

In educational matters Indiana is recognized as one of the foremost States in the Union. This bears evidence to the faithfulness and to the intelligence of her teachers. Whom they support, therefore, especially against political predilections, is evidently worthy.

In the late election in this State, the Hon. J. W. Holcombe ran 1,000 votes ahead of the Democratic candidate for Governor. This large number of votes from men of the opposite party—especially teachers—speaks well for his energy, his ability, and his impartiality. He came into office under circumstances that might well have put a much older man to the test. He succeeded. His fidelity to his work has been recognized and commended. Under his auspices, special attention has been given to the ornamentation and to the sanitation of the school houses and grounds. During the past year also the Indiana Teachers' Reading Circle has been organized, and is now in successful operation. A regular course of study has also been agreed upon for the common schools of the State. An excellent display of educational work was made by Superintendent Holcombe at Madison, Wis., last summer, and he is now completing an exhibit for the World's Exposition at New Orleans.

It seems to the writer that it is a matter of congratulation to the people of the State who have a genuine interest in its schools, that Mr. Holcombe is retained in his position under encouraging circumstances. As it is understood that he has other plans for improvement of the school system in view, we would bespeak the hearty co-operation of every teacher in his good work. He does not come to us as a visionary planner, but as a man of thorough and practical good common sense. He means true and substantial reform, and every step he takes will be well considered. He should be cordially seconded in his work by every thoughtful teacher. He is a credit to the foremost State system. Is the foremost State system trying through its managers to be a credit to him?

TEACHER.

Editor Educational Weekly:

Your letter asking for a statement of some of the peculiarities of the Franklin Public School is at hand. I am not well enough acquainted with the schools of the State to know what is peculiar in our own. Besides, it generally happens, when we think we have struck a new, good thing, that we shortly discover that the good thing is not new. I think this is the experience of all educators—except of course those of the "New Education." However, I will give some points we think good. They may be new to some and old to many; and you may call them peculiarities if you think them such. I shall speak this time of

FLEXIBILITY IN CLASSIFICATION.

The comprehensive question in the science and art of teaching is this: *How can class instruction be made effective.*

In general, effectiveness decreases as the size of the class increases. Teaching is most effective when one, or few are taught, it is least effective when the class is as large as can possibly be instructed. This decrease in effectiveness depend on two facts:

1. The simple fact that the number is larger. This alone tends to prevent the teacher's doing the two things essential in the recitation; viz. to arouse the activity of the minds of the pupils to think the thoughts of the lesson, and to drill in order to fix the thoughts when received.

2. The necessarily accompanying fact of the unequal ability of different pupils in large classes.

This second fact, however, does not vary in the same ratio as the first. In a small school a little increase in the number in a class is accompanied by a very much greater degree of inequality of ability than would accompany the same increase of number in a large school.

Other things equal, that school is best taught in which the classes are conveniently small, and composed of pupils of equal ability. Hence the importance of not letting any arbitary system of classification interfere with this fundamental condition of good work. Many things over which the teacher or superintendent has no control, prevent an ideal classification; but the only thing insisted on here is that nothing for the sake of uniformity, of system, of custom be allowed to stand in the way of the best classification that can be made. This statement introduces the fact that our present, stiff system of classification, requiring the school large or small to be made into yearly groups, however large, which have to do uniform work in uniform time, while very nice for the system, is, in most cases, not the best thing for the pupil.

For obvious reasons the amount of work usually done by any class during a year has become the unit of measure for the entire course; and the number of pupils grouped to do the same year's work has become the unit of the system of grading. When such a grade of pupils is too large for effective instruction (as is always the case in the larger schools) the grade is divided into two or more smaller groups. By this means the number in each class is properly regulated; but by requiring all the classes in a grade to do the same work, as is generally done, the unequal ability of the pupils in the smaller groups is the same as in the larger group. Only one of the two facts on which effective instruction depends has been altered by the division. When this division has to be made why not make the most of it? Why, unless for conformity to system, should two or three classes be required to do the same work? Each class must be instructed separately; and why not make it the unit of the system?

Should we in this school make the usual eight grades below our High School, there would be about seventy in a grade required to do the same work. This number would have to be divided into three classes for convenience of instruction. So we have dropped the thought of yearly grade, made the class the unit of the system, formed all the classes into an ascending series, and stated the work separately for each class. This completely relieved the struggle to hold pupils of very unequal ability in the same class, gives three fold better opportunity to class properly a pupil entering, prevents a pupil from losing a whole year because of a few months absence, permits the teacher to promote a pupil who is a little strong and to demote a pupil who is a little weak, makes instruction easy because of equal ability and order good because all are able to do the work, removes many sources of conflict with the parent and hushes the charges against the inflexible system of the public school.

A. TOMPKINS.

Normal Pedagogical Institute

AND

COMMERCIAL COLLEGE,

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☞This institution offers unexcelled advantages for acquiring a thorough professional training, or a practical business education. ☞ Every person who desires the greatest benefits from the time and money spent in securing an education, should write us *at once* for the best terms ever offered in the history of normal schools.

☞*Second winter term opens January* 6, 1885. ☞ *Write immediately for sample copy of "Normal Instructor."*

Address, J. F. W. GATCH, *Principal.*

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HERODOTUS FOR BOYS AND GIRLS. Edited with explanatory notes by John S. White, LL. D. Quarto, fully illustrated, uniform with the Plutarch, - - - - - - - - - $3 00

" The work contains all of Herodotus that is essential for any reader, young or old. It bears the stamp of thorough scholarship and excellent literary taste."—*N. Y. Observer.*

The holiday lists are not likely to include any book which a judicious parents can give to his child with greater confidence in the acceptability of the gift or its profit to the one to whom it is given."—*N. Y. Commercial Advertiser.*

VIEWS AFOOT; OR, EUROPE AS SEEN WITH KNAPSACK AND STAFF. By Bayard Taylor. Quarts, printed from new plates, with 20 full-pages illustrations, unform with Herodotus and Plutarch, - - - - - - - - - - - - - - $3 00

THE WONDERS OF PLANT LIFE. By S. B. Herick. 16mo, beautifully illustrated, - $1 50

A stirring narrative, showing what could be seen and learned abroad by a boy of nineteen, travelling with very little money.

Principle Contents: The Beginnings of Life, Single-Celled Plants, Liverworts and Lichens, Mosses and Ferns, The Microscope among the Flowers, The Pitcher Plants, The Insectivorous Plants, etc., etc.

"A dainty volume * * * opens up a whole world of fascination * * * full of information."—*Boston Advertiser.*

SONGS AND RHYMES FOR LITTLE ONES. Compiled by Mary J. Morrison, Octavo - $1 75

For babies dear and children small;
For Lads and lassies, short and tall;
For bright black eyes and tender blue.
I bring my gifts, both old and new.

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Indianapolis..... lve.	† 7.15 a.m	*11.55 a.m	*10.45 p.m
Greencastle...... arr.	8.45 "	1.01 p.m	11.58 "
Terre Haute......lve.	10.07 "	2.10 "	1.17 a.m
Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia.......... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

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Corrected to Feb. 17th, 1884.

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Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

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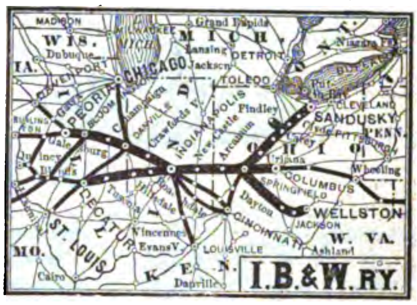

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Louisville	Lv	7.00 "	....
North Vernon	Lv	9.20 "	....
Rushville	Lv	11.25 "	....
Connersville	Lv	10.10 "	....
Cambridge	Lv	10.47 "	....
New Castle	Lv	12.20 p.m.	6.50 a. m.
Indianapolis	Lv	10.10 a. m.	5.25 p. m.
Muncie	Lv	1.10 p.m.	7.50 "
Hartford	Lv	1 54 "	8.27 "
Montpelier	Lv	2.17 "	8.47 "
Bluffton	Lv	2.52 "	9.17 "
Kingsland	Lv	3.07 "	9.31 "
Fort Wayne	Ar	3.50 p.m.	10.10 p. m.

GOING SOUTH.

STATIONS.		No. 1.	No. 3.
Fort Wayne	Lv	11.15 a. m	5.50 a. m.
Kingsland	Lv	11.59 "	6.28 "
Bluffton	Lv	12.14 p.m.	6.43 "
Moutpelier	Lv	12.47 "	7.12 "
Hartford	Lv	1.07 "	7 30 "
Muncie	Lv	1·50 "	8.10 "
Indianapolis	Ar	5.50 "	10.35 "
New Castle	Ar	2·41 "	9.06 "
Cambridge	Ar	3.15 "	....
Connersville	Ar	3.52 "	....
Rushville	Ar	4.00 "	10.05 a. m.
North Vernon	Ar	6.10 "	....
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Greensburg	Ar	5.15 "	....
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VOL. III INDIANAPOLIS, INDIANA, DECEMBER 27, 1884. NO. 24

Current Events.

Gold-bearing rock is said to have found in Ohio yielding $1,000 to the ton.

The Nicaraugua canal project is creating a great deal of newspaper discussion.

Wm. M. Evarts has written a letter to Senator James Arkell, announcing himself as a candidate for senator from New York state

Clearing-house receipts at the principal cities of the United States last week show a decrease as compared with the corresponding week of last year of 29.9 per cent.

Mexico exhibits a silver brick at the New Orleans exposition, six feet long, three and a half feet wide and six inches thick. It stands on a pedestal of onyx and amethist.

A compilation completed by the Bureau of Statistics at Washington shows that the United States would lose $30,000,000 annually in duties if the Spanish treaty were ratified.

It is said that no event for years has so agitated the citizens of Nashville, Tenn., as the visit of Samuel J. Randall to that city. A reception of the most elaborate character was given him.

In the supplementary report transmitted to the Senate by the Gun-Foundry Board the opinion is expressed that two gun-foundries should be established—one for the army and one for the navy—at a cost of $1,000,000 each. The report also recommends an appropriation of $15,000,000 for the purchase of steel.

A sort of antagonism has sprung up between the Senate and the House, of which the present squabble over the Naval Appropriation bill is regarded as merely a visible symptom. The House resents the encroachment of the Senate upon its prerogative, and relations between the two bodies have become somewhat strained. The House is not likely to pass the Naval bill in the shape in which it has met the approval of the Senate committee.

Speculations as to President-elect Cleveland's cabinet are increasing. The lastest "general belief" is that Senator Garland will be Attorney General, which will throw the Scretaryshp of the Interior to Ex-Senator McDonald. Bayard seems to lead in the race for the Treasury portfolio. Frank Hurd is urging the appointment of Senator Thurman as Secretary of State. All report of interviews with Mr. Cleveland agree in representing him as very conservative, saying little, but evidently intending to act very independently.

Senator Pendleton favorably reported from the foreign affairs committee the bill introduced by him to repay China the remainder of the Chinese indemnity fund now in possession of the State department. In the report on the bill the committee say the amount paid by China was largely in excess of all just demands against that government, and every administration since this fact was ascertained has earnestly recommended the repayment of that excess. The committee concurs in this view, and says it "believes that the wisest policy on the part of this government is to deal with transparent justice, and even liberality, in its intercourse with all nations, especially those of another race and civilization.

Foreign.

A shock of earthquake was felt at Lisbon yesterday.

France has directed that China be informed that the sword must now settle their misunderstanding.

It turns out that the scare over the supposed attempt to blow up Queen Victoria at Windsor was a false alarm.

Three of the Anarchists who attempted the life of the Emperor of Germany at Niederwald have been sentenced to death and two others to ten years' penal servitude.

The report that Germany had taken possession of the Admiralty Islands, the Islands of New Britain and Ireland, and portions of the New Guinea coast is confirmed. A protest against Germany's action on the part of the British South Paciffic colonies is thought of.

A Berlin dispatch says it is impossible for Bismark to leave Berlin or Varzin at present. He personally controls all business, and will not trust any of the ministers to act on their own responsibility. A direct wire connects Bismark's office at Viena. It is no [illegible]ageration to say that he controls Austro-Hunga[illegible] politics.

Educational Miscellany.

Carver's Cave.

HURBFRT M. SKINNER.

Unlike Longfellow's legend of Hiawatha, which lends a romantic interest to the beautiful cascade of Minnehaha, the poem of Schiller giving fame to Carver's Cave is a poem of fact, as well as of fancy.

St. Paul, like New Orleans, may be called a crescent city, being situated on one of the two graceful semi-circles described by the Mississippi below St. Anthony's Falls. The points of the crescent are turned toward the south; and while the city is situated on the east bank of the great river, generally speaking, it is more literally upon the north bank. In fact, the limits are now extended across the channel and includes a portion of the south shore also, which was formerly known as West St. Paul, though south-east of the principal city.

The scenery about St. Paul is bold and strikingly beautiful. I have often thought that this must have been a favorite place of residence with the aborigines, and that they must have relinquished it with far deeper regret than that with which they gave up other lands. Many are the scenes in the vicinity of Minnesota's capital which must have appealed to the strongest sympathies of the children of nature; and the legends appertaining to them must have given an additional interest to this home of the red men, and awakened a deep love of their native land. Some of the Indians, indeed, have never left the scene, but linger on the reservation below the city, in the vicinity of Fort Snelling, where they are objects of special interest to the tourists of the summer season.

There are two caverns in the rocks that skirt the river, one at each of the points of the crescent, so that the expression "from Fountain Cave to Carver's Cave" includes almost the entire river front of the city.

The grotto which bears the name of Jonathan Carver is to be found on the left bank, at the southeastern extremity of the city. It is quite a spacious cavern, consisting principally of a single chamber in the limestone rock of the hillside. It was not the interior, however, but the grassy spot near the mouth, that witnessed the barbaric funeral of the Nadowessee chieftain.

Schiller is the last poet whom we should suggest as the possible author of a poem relating to any part of the United States—especially to a spot where the foot of the white man had almost never trod, in the remote, unexplored West, the No-man's-land of the upper Mississippi. That an account of the "Nadowessee Chief" should reach Philadelphia would be a matter of wonder, in that day. That it should be read in London would seem a miracle. But that is only half the difficulty to explain. That an account of a picturesque scene of the Highlands of Scotland of the glens of Wales should attract the attention of a German poet in the years preceding our Revolution, would be almost incredible. Strangest of all things in the history of poetry is it that the divine Schiller looked across the half-world to view the scenes of Minnesota, and listened to hear the words of a native orator.

I have a theory of my own that it was that most bewitching weed which the Spaniards first sold at Tabago, in old Spain, that was the medium of sympathy between the Sioux of the New World and the Germans of the Old. The latter had become famous smokers. The convivial glass of the Rhineland had found its true concomitant in the delicious leaves which the American Indians bestowed upon the fair gods of Europe. A good cigar, or a pipe of fragrant Virginia leaf, naturally leads its votary to quiet meditation; and doubtless the blue eyes of the poet saw through the blue clouds of his smoke the face of the brave and much-maligned savage, as he meditated. And when, in 1767, the adventurous, Yankee-like Carver carved out a path for himself and stayed among the Dacotahs, and his accounts found their way eventually to New York, and then to England, and some enterprising polyglot scribbler copied them for a godsend to the dull and ponderous press of the Fatherland, Schiller was delighted, and wrote from the account one of the most beautiful poems of all his works.

Carver's mission was to learn the Indian tongue, and to accquire a knowledge of the customs and characteristics of the race which he visited.

It was an eventful day when he stood at the mouth of the cave, in that far-off year. A mighty chief had fallen. A vast concourse of the tribes had gathered to do homage to their dead Sachem. As the numbers grew, the stern faces of the warriors still more stern in their silent grief, their tall forms decked with barbarous trophies and regalia, and as the weird, wild ceremonial of the occasion was accomplished, Carver witnessed one of the most singularly impressive spectacles which the world could have afforded.

Then the orator took his stand upon the rock, to speak as Antony spoke over the body of the slain Cæsar. Touching simplicity is characteristic of the children of the forest, as of the people of the Orient. How exquisite in its simplicity is the story of Dorcas, as told by the Beloved Physician! Like the simple objective teachings of the Testament were the thoughts of the untutored Indian who spoke at Carver's Cave. The discourse seems to have presented almost every phase of the life of the Dacotahs. The speaker draws a lesson from the event, and points to a shadowy future beyond the scenes of fair Minnesota. Carver, as was his custom on such occasions, had arranged to take down in his journal the discourse. He must have recalled the lines of Pope, even then quoted wherever English was spoken:

> Lo! the poor Indian, whose untutored mind
> Sees God in clouds, or hears him in the wind;
> His soul proud science never taught to stray
> Far as the solar walk or milky way,
> Yet simple nature to his hope has given,
> Behind the cloud topp't hill, an humbler heaven;
> Some safer world in depth of wood embraced;
> Some happier island in the watery waste,
> Where slaves once more their native land behold,

No fiends torment, no Christians thirst for gold;
To be, contents his natural desire;
He asks no angel's wings, no seraph's fire;
But thinks, admitted to that equal sky,
His faithful dog shall bear him company.

However Schiller may have obtained this report of Carver's, it was just what he wanted. The Sachem was pictured before him, in life and in death. One might almost see the funeral cortege as Carver had beheld it. The pen of the German poet wove into a beautiful lyric the words of the Indian, reproducing faithfully the thought and style.

All Germany was charmed. Gœthe said, on reading the poem, "It is one of Schiller's best. I wish he would write a dozen more like it." But the materials for a dozen more were not forthcoming, and it remains to this day almost the only reference to the American Indians in the German literature.

The authorship of "The Fatherland" remained almost a sealed volume to the English until the present century. Schiller passed away in 1805; but he died almost unknown to the Englishmen or English speaking people.

Sir John Herschell, the son of Sir William, the astronomer, was the great admirer of the German poets. I think, indeed, that he always preferred to speak in his father's vernacular. At all events, he was a master of both languages. He perceived the beauty of the "Nadowessee Chief," and rendered it into very fair English verse. The poem attracted the attention of Lord Lytton, the author of "The Last Days of Pompeii, who also has given us a translation. The two versions have many points of similarity.

I quote s few stanzas of the translations, as follows:

See where upon the mat he sits,
  Erect before his door,
With just the same majestic air
  That once in life hr wore.
But where is fled his strength of limb,
  The whirlwind of his breath,
To the Great Spirit, where he sent
  The peace pipe's mounting wreath?
Those legs, which once with matchless
    speed
  Flew through the drifted snow,
Surpassed the stag's unwearied course,
  Outran the mountain roe?

See, on this mat as if of yore,
  All life-like sits he here, ·
With that same aspect that he wore
  When light to him was dear!
But where the right hand's strength,
    and where
  The breath that loved to breathe
To the Great Spirit, aloft in air,
  The peace pipe's lusty wreath?
And where the limber, bounding feet,
  That wont the deer pursue,
Along the waves of rippling grass,
  Or fields that shown with dew?

The scene presented from the mouth of the cave is one of surpassing beauty. A great city extends along the curve, far as the eye can see. To the left, the great river continues in a straight course, fronted by rocky cliffs. Steamboats and pleasure craft pass gaily up and down. A century has wrought a change that no man could have foretold. To day's events are to morrow published and read, not only in London and Berlin, but in St. Petersburg and Bombay; while I read at this point the repulse of Egyptian troops of yesterday.

The Highlanders of Scotland were despised, contemned and exterminated. Then came the reaction. The tartan and plaid, the objects of old time contempt and derision, became the garb of poetry and romance. Those who were robber savages to their contemporaries became heroes and nature's noblemen to a succeeding generation. So will it be with the Sioux.

They were brave and bold and enduring. They possessed a lofty and unconquerable spirit. Their form of civilization (if such it may be called), though rude, was not inferior to that of many Scottish clans of a century or two agone. And when the race shall have faded away, it will be interesting to people again, in imagination, the land of Minnesota with its old time tribes.

The strong and sturdy young chieftain who won the scalps of foes and the hearts of maidens, who played in youth about the weird tower and keep of Castle Rock, threaded the narrow ledge beneath the falls of Minnehaha, and played at hide and seek in the caves of the Mississippi, who, in manhood's prime, fell in battle, crowned with the feathers of the eagle, robed in the furs of the bear and wolf, adorned with the fanciful treasures of forest art—picturesque, wild, and sternly beautiful—the Nadowessee chief will ever live in song and in imagination through the ages to come.

From Carver's journal I take the following

"About thirty miles below the falls of St. Anthony, at which I arrived the tenth day after I left Lake Pepin, is a remarkable cave of amazing depth. The Indians term it Wakon Teebe—that is—the dwelling of the Great Spirit. The entrance into it is about ten feet wide; the height of it five feet. The arch within is near fifteen feet high, and about thirty broad. The bottom of it consists of fine, clear sand. About twenty feet from the entrance begins a lake, the water of which is transparent, and extends to an unsearchable distance; for the darkness of the cave prevents all attempts to acquire a knowledge of it. I threw a small pebble towards the interior parts of it with my utmost strength; I could hear that it fell into the water, and notwithstanding that it was of small size, it caused an astonishing and horrible noise that reverberated through all those gloomy regions. I found in this cave many Indian hieroglyphics, which appeared very ancient, for time had nearly covered them with moss so that it was with difficulty I could trace them. They were cut in a rude manner upon the inside of the walls, which were composed of a stone so extremely soft that it might be easily penetrated with a knife; a stone everywhere to be found near the Mississippi. The cave is only accessible by ascending a narrow, steep passage that lies near the brink of the river."

Maud Muller.

I. PURPOSE.

Whititer's purpose in writing Maud Muller was to please the reader; in that it is to touch the emotional nature rather than to instruct. Hence, as to purpose, this selection is poetry. The author accomplishes his purpose by presenting (1) pleasing matter and (2) in a pleasing way.

II. MATTER.

1. The *theme* by which the author accomplishes his purpose is the emotion of regret. Regret is a sorrowful longing, looking out over the past with a feeling of disappointment. The theme is a subjective, general one. It is found in man, and is common to all human hearts, at all times, at all places and under all circumst[illegible]

The theme is one upon which time and place have no effect; hence the poem is likely to remain a permanent selection in literature. Whittier has written many poems growing out of the spirit of the times in which they were written, such as his Slavery Poems; but slavery is a thing of the past, and such poems are not read with the same interest in these days as they formerly were; hence they will naturally die out. Not so with Maud Muller.

2. The process employed is exposition, through the subordinate process of exemplification. Exposition is a process of discourse by which one or more common attributes of a class are presented to another mind; as in this case we learn of that emotion of regret which is common to all persons. Exposition is the only process that could have been used in treating this theme, since the theme is general. Exemplification, a subordinate process of exposition, insures interest and vividness to the theme, since it presents a concrete individual as an example of the whole class. Two exemplifications are here given and these are taken from the extremes of life. By using two exemplifications he farther shows the universality of the theme by presenting a wide contrast. These two exemplifications, from the extremes of life, exemplify the whole race. If the high and the low have this feeling of regret, it naturally follows those in the intervening parts have the same feeling. By these examples he also illustrates the fact that each and every person pressed by his own cares, thinks that others in other conditions of life, have few or no burdens; and that this is a source of regret that proper observations would remove.

3. Analysis of exemplifications.

Since each of the persons must furnish an example of regret, the life of each must be presented with this end in view. This requires a contrast of the stern realities of later life in each to the bright visions and dreams of earlier life in each. So the poet presents

a. The dreams and sweet longing of the youth of each.—

(1) Maud.—A vague longing and "a wish she had hardly dared to own" was raised in Maud's breast. This longing grows out of one, who to all observers, would seem happy. The poet is careful for us to understand that she is happy. He presents her as beautiful, healthful, having rustic simplicity and innocence, and as full of music as the mock-bird that sang from the tree. She is presented in the poetry of haymaking. But when she "looks to the far off town, white from its hill slope looking down," she probably thinks of the more attractive aspect of town life—its pretty homes, and apparent ease of life—and vague longing fills her breast. This vague longing finally takes definite form in a wish to be the Judge's bride. (The author fortunately presents the Judge in this place.) This longing gives proper background for the more definite feeling. Maud now indulges in building air castles of future felicity; her style of living as contrasted with her present lot. Her emotion of longing stretches out to this in the future just as her regret will look back to it.

(2) The Judge.—The Judge desired Maud for his bride, and that he himself might be a harvester of hay. He too indulges in fancy. His longings of pleasure which stretch out into the future are afterwards a source of regret to him.

b. The regrets of each.

(1) Maud.—Maud in after life became a household drudge; was very unhappy; she recalls that dream of youth; a feeling of regret arises and she is able to say:

> "Of all sad words of tongue and pen,
> The saddest are these, it might have been."

(2) Judge.—While sitting in his garnished rooms the Judge too recalls that dream of youth; regret arises in his breast and he also says. "It might have been."

(3) Poet's Generalization.—All are to be pitied who vainly the dreams of youth recall.

(4) Poet's Consolation.—Poet draws consolation by saying:

> "Ah, well! for us all some sweet hope lies
> Deeply buried from human eyes;
> And in the hereafter, angels may
> Roll the stone from its grave away!"

STYLE.

Since the purpose is to please rather than to instruct or move the will, the style should be elegant rather than clear or energetic. The following are some of the sources of elegance:

1. Poetic Form.

a. Rythm.—The rythm is iambic. Irregular, having anapestic and trochaic substitutes. This irregularity gives variety.

b. Meter. Regular tetrameter.

c. Rhyme. Successive and mostly perfect.

2. Inverted order of the sentence; as, "Of all sad words of tongue or pen, the saddest are these, 'It might have been.'" "It might have been are the saddest words," etc.

3. Vivid and pleasing pictures; as, Maud with her torn hat and gown, the meadow, town and hill-slope, etc.

4. Objects that awaken trains of emotion through associations of ideas; as, the unraked clover, mock-bird, spring and small tin cup, and Maud bearingher burden of life.

5. Simple, short and euphonius words.

6. Obvious and compact structure of poem; also brevity.

7. Emotion and sentiment running through the poem; especially at the close.

The piece is noted for the absence of figures.

Pedagogics.

Grammar in Our Schools.

BY WM. H. BROWN.

It is generally conceded that the objects of education are twofold. First, and most important, is the development of the mental faculties; second, the attainment of such knowledge as may be of practical use in after life. Are these objects gained by that study known as *grammar?*

Let us examine the nature of this study and the influence it may have upon the different powers of the mind, and see whether the discipline of the mind is gained thereby.

The study of grammar, as here viewed, is the study of the English language as it stands a living product of the mind itself. Its subject matter is words and sentences· By the study of words one should gain a knowledge of their uses, inflections and classifications. By the study of sentences he should gain a knowledge of their relations to the mind, their meanings, forms and elements, and of how to write and punctuate the same correctly. This is the ground covered by most of our works upon this subject. But in the face of *free* schools and *practical* grammars, we find this subject a partial failure at least, both as to mental discipline and practical utility. Of course I do not refer to the graded schools of towns and cities.

What we need is that this study be pursued carefully and progressively during the *entire* school life of every pupil. The manner in which this subject is handled gives little or no place to language study and primary grammar, and the pupil is left to develop a language of his own, assisted only by those with whom he associates at home and in the street and with his playmates, until the better half of his formative period of life is gone, when he is induced to begin the study of techanical grammar. By this time he will have formed a language for life, and it is a waste of time to spend a few weeks each year for a few years in committing definitions, parsing words, or analyzing sentences. But let this word and sentence study receive that attention which its importance demands; let it be properly and thoughtfully pursued; let it be begun with the other studies and carried along with them;—then the mind will be strengthened and cultivated and its faculties of perception, memory, reasoning, generalization, imagination will be developed. A study that gives energy and precision to the mind, that develops its faculties, well deserves a high rank in the curriculum of free education. It seems to me that grammar, strictly speaking, is one of the efficient means by which one of the great objects of education as stated in the outset, may be accomplished.

Now as to the practical use of this study, the second object of education. The teacher is engaged in the subject of common school education- He is expected to make everything practical. But what is meant by the term practical? One can perform the functions of his physical life—move, eat, drink, sleep, etc.,—without a knowledge of history, arithmetic or grammar; without knowing that the sun is a source of light and heat; without suspecting that the earth revolves; without knowing anything of the history and writings of such men as Tennyson, Burns, Moore and Bryant, Emerson and Dana, Hawthorne and Cooper, Bancroft and Irving; without knowing that all things about him were made for the benefit and comfort of man. But do we confine the term practical to these limits alone? Do we restrict its meaning to that which satisfies our physical wants and "makes us money?" No; we take pride in study for the pleasure found alone in the very act of study. The acquisition of knowledge is of itself ennobling and desirable. Whatever tends both to refine and expand the mind, conduces to our happiness. This is practical utility in the highest sense. This is the ultimate object of practical education.

Most of our enjoyment of science and literature comes to us through the printed page. English grammar is one of the several keys that unlock the printed page so that our minds may step in and enjoy the company of

> "Bards, patriots, martyrs, sages,
> The noble of all ages,
> Whose deeds crown history's pages,
> And time's great volume make."

This true, what then is our duty? It is simple and plain. Let us advance at once the study of grammar to that place in common school instruction that its importance demands. Give it the same study as to principles, methods and drill as we give arithmetic and other studies. Lead pupils to *know* grammar by *using* it correctly.

Why do we use words and expressions incorrectly? Because in youth we formed a habit of using them thus, and that use has fastened itself upon us—has become a part of our very being—until now we use them in the face of a knowledge of their misuse. Habit grows upon one with an insidious tread. In every recitation or game, in answering questions or writing lessons, pupils are forming the habit of speaking and writing words and sentences, as well as habits of thought and conduct. Well is it with that teacher who makes himself instrumental in leading pupils to form right habits of speech and to give force and life to that which they speak and write. Children must be taught to speak correctly from the first. *Drill* and *practice, practice* and *drill,* is the road to correct speech. The first reader lesson should be a lesson in language as well as a lesson in reading. All oral or written exercises in school should be made to contribute to the child's power of expressing his thoughts naturally and at the same time correctly.

That subject which gives strength of memory, which cultivates the power of steadfast attention, which gives drills in analysis and induction, which leads to a correct use and understanding of one's own language and which confers strength of mind to both give knowledge and receive it, that subject is one of no little importance.

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BY E. E. SMITH.

Four problems face the public school teacher: The training of the pupil's mind in general and of pupil's idiosyncrasies in particular; the purposes of such training; what materials to use in the accomplishment of those purposes; how to accomplish the end in view with

(Continued on page ten.)

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2. *If a person orders his paper discontinued, he must pay all arrearages, or the publisher may continue to send it until payment is made, and collect the whole amount whether the paper is taken from the office or not.*

Address all letters, telegrams, etc., pertaining to the business management of the Weekly, and make drafts, money orders and checks payable to C. S. Olcott, 24 South Pennsylvania Street, Indianapolis. Matter intended for the columns of the Weekly should be addressed to J. M. Olcott, Greencastle, Ind.

The paper published in another column on "Maud Muller" is taken from a number prepared by the senior class of the Franklin High School. It illustrates the character of the work in literature in this school, where it seems they do not study about authers so much, but many selections from an author so as to arrive at the soul and style of the writer. It will pay to read this paper carefully.

Our next issue will contain the full proceedings of the State Teachers Association, including a full abstract of most of the addresses, and the week following, we shall publish the principal addresses of the high school section. Persons who are not now subscribers to the WEEKLY and who desire to procure these papers and addresses in convenient form for reading and future reference may do so by leaving orders at our office in Indianapolis or at Room —— Bates House, during the session of the convention.

Indiana Teachers carry with them the spirit and energy of the Hoosier State, wherever they go. Our old friend, A. C. Goodwin, former superintendent of Clark county, seems to be infusing life and vigor into the schools of Owensboro, Kentucky, while his first assistant W. A. Hester, also an Indiana man, in addition to the management of the High School is editor-in-chief of the Home and School, a sprightly paper published monthly at Owensboro, Ky. May success always attend their efforts.

Our notice of "The Book-lover" was crowded out last week, much to our regret. It appears in this issue, but does not do justice to this gem of a book. We do not know of another book of equal size, in print, which we regard so valuable to teachers as the Book-lover. It is not only valuable to them in assisting in directing their own reading, but as a help in the formation and management of school libraries. The fullness and completeness of the courses of reading, especially in English History, and also the schemes for the practical study of English Literature are indispensable to teachers, who would make the most of the opportunities for effective reading which the present age affords. We have read this book through and do not see where a single line could have been omitted without detriment. We would like to repeat with emphasis that in our opinion, no teacher can well afford to be without this book.

PRESIDENT DAVID S. JORDAN.

The Board of Trustees of Indiana University, at their meeting December 19, by unanimous vote elected Professor David S. Jordan President of the State University. The selection is well made. It has fallen upon an educated man—who, on account of his education, is not a schemer, but worthy to be promoted. In these days a great deal is said about executive ability, as a qualification for the head of an institution. Executive ability with Education is certainly very desirable, but executive ability without education in the higher Institutions of learning must ever prove a disastrous failure. That the president elect is possessed of the first qualification for the office no one who knows him will deny. It remains for him to demonstrate his claim to the second qualification. That he will do this we have no doubt.

Professor Jordan, is a New Yorker by birth and he will succeed to the presidency of the Indiana unversity before he reaches his thirty-fourth birth day. Although comparatively young in years he is old in the educational service and his reputation as a scientist is by no means limited to this continent? He is a graduate of Cornell university, but his most successful course of study began under the renowed Agassiz, at the Pennikese school of science.

Prof. Jordan first turned his attention to Ornithology. He concluded, however, that this field was pretty well pre-empted, while the fishing waters of America had hardly been touched. Without abandoning ornithology, he gave particular attention to ichthyology and today probably he stands as the first ichthyologist of America. In his work he has been brought into close communion with the Smithsonian Institution and with it he now holds an official relation. His investigations have carried him over the entire North American continent, and his summer excursions have become noted. For three or four successive years he has crossed the water, penetrating Norway, Sweden, Switzerland, and other countries whose fishes have offered an attractive field. Meantime also geology, botany and zoology have been included in his specialties, and he is authority on all these sciences.

In 1874 Professor Jordan was elected to the chair of Natural Sciences in Butler University. This position he held until 1878, adding meantime to his reputation and collecting a splendid cabinet of specimens for the institution. In 1878 he accepted the chair of sciences in the Indiana University, a position he still fills. The trustees have offered him abundant opportunity to pursue his investigations abroad, and while nominally holding his position at Bloomington, he has conducted scientific investigations for other institutions and for the government. He has written many books of wide interest, the most prominent possibly being his "Fishes of the United States." Prof. Jordan's reputation comes chiefly from his proficiency in the sciences, but he is no less entitled to consideration from his literary accomplishments. He is familiar with all modern languages, including Chinese. Notwithstanding his erudition, Prof. Jordan personally is a man of exceedingly simple habits. He has always been popular with the students, and the success of his administration will no doubt be marked.

A MODEST REQUEST.

In their Annual report to the Governor the Board of Trustees of Indiana Unversity, among other absurdities *modestly* request the legislature to cart the State library down to Bloomington. "Careful and candid consideration of this question is urged". Here is wisdom for you. Why not take the State House also down to Bloomington? The students could utilize the new State House for Dormatory purposes. Using the argument of this wonderful committee—"If one citizen of our State, moved by generous impulses and noble aims" can build with his own money half a dozen large college buildings in one year, how can the great State of Indiana otherwise *compete* with this large souled individual citizen than to utilize the new State House for Dormatory purposes for a great State University. And this same report asks for $50,000 to complete the buildings under way, besides $25,225 to meet current expenses. If there is no better reason for sustaining the State University than to compete with the liberal endowment of a denominational college—if the fact of the "generous impulse and noble aims of one citizen" is to be brought forward as an argument for taxing the people to build up one of the great Universities of the world where it is not needed, or where there is no special demand for its existence other than to gratify the pride of an ambitious Board of Trustee, we beg to cast our vote against the proposition. If, by the generous impulses of individual citizens provision can be made to supply the entire demand for university education, tuition as free as at the State College, and in character and quality equal to the demand, why should the State be taxed at all for this purpose. Why not relieve the tax payer from all unnecessary burdens? We are not to be understood as opposed to a State University, nor opposed to making ample provisions for carrying out the legitimate purposes of any well ordered State Institution, but we call upon them the committee, to show a better reason for the existence of a University at State expenses, than simply to *compete* with individual beneficence. Is the University an essential part of a system of free schools which the State is bound to maintain? Of what advantage to the average tax payer is the University at Bloomington, over and above the advantages derived from DePauw University, or Butler University, or Wabash College, or Franklin College, or Hanover College, or Earlham College which cost the tax payer nothing? If there is a good reason shown for making a "great University" at Bloomington at State expense; if an urgent demand for such a school is shown to exist: if it really forms any part essential to the completion of our system of Common Schools: if the Public Schools of the State, including the High Schools, as now organized, do not carry education at the expense of the State, free and equal in priveleges to all, *far enough*: if the State *ought* to equip a "*great university*," which means a college of Liberal Arts, a Law School, a Polytechnic School, a Medical School, College of Theology, an Agricultural College, a School of Pedagogy etc. let the committee show why, and base their arguments upon inherent truth which the demands of education clearly point out. Let them show a *necessity*, an urgent demand, a well defined purpose. The tax payers of Indiana are not slow to respond for educational purposes, but the purposes must be real and well defined.

If the State of Indiana is to sustain a "*great University*," let this be agreed upon, and let us utilize what means we have at hand to this end. The work of consolidation may as well begin at once. The Agricultural College at Lafayette, the Normal School at Terre Haute, and the College of Liberal Arts at Bloomington united, would make three parts of a University. Consolidate these, and erect a Law School, a Medical School, a College of Theology, a College of Fine Arts, a College of Music, etc., and we have a "*Great University*," at a cost to the state of a quarter of a million dollars annually.

But is this what the State needs? If so, let us have sound reasons for it, and then make the demand of the Legislature accordingly. Until more potent arguments are presented, we are of the few who believe the State does not need a "great university" at the present time. Let the school at Bloomington be maintained as a College of Liberal Arts—that and nothing more. The Normal school at Terre Haute, a school for teachers; the Agricultural College at Lafayette a school of agriculture in the main as contemplated by the original grant by the general government, under which it was established. Equip all these schools liberally for doing the special work for which each was created. Large appropriations to establish a great university are out of place, and uncalled for until some plan of consolidation is agreed upon.

(Continued from page seven.)

The Schoolmaster and His Work.

the material through the pupil. In short, culture, aim, instrumentalities, methods.

As the mind is a unit whose parts are inseparable, no one faculty of it can be trained to the exclusion of others, though one part may be magnified or minified to the detriment of others. Hence, whether the instructor's ideal be intellectual, moral or physical, he must touch all the cords of life's harp. Whether he shall produce harmonious or discordant notes depends upon three things: knowledge of what he is trying to do, knowledge of the relation of his material to his spiritual instrumentalities, skill and adaptation.

The aims of school work seem to be two:

a. *Personal, i. e.* character,—the highest development of the individual as an individual, the making of the best and truest man or woman that can be made.

b. *Relational, i. e.* usefulness,—the most perfect adaptation of the individual to social, industrial and religious relations with his fellows.

And herein is found the whip of errors with which the public is scourging the schoolmaster's back, as also the source of the phantom that haunts his restless slumber. *These things cannot be accomplished by the school alone.* The mistake lies in attempting to do something within four walls and in five to ten years which, if done at all, can only be accomplished in a thousand places, under as many influences and during a life time.

Richard Grant White has displayed before the public the fact that the product of the school-room does not have the skill, the wisdom and the practical experience which fifteen years of rough and tumble dealings with the world have beat into a man. And what did our pedagogues do? Show the folly of such a demand? Not at all. But many of us bellowed and threw dirt, and then ran and butted our heads against walls which he had clad with iron for our special accommodation!

The purpose of the school is to put certain tools into the pupil's hands and to show him how to use them. It is to get the machinery of the human mind and heart and body into harmonious relations, as far as possible, so that the jolts and jars of life may not break up the harmony, but, on the contrary, draw things into a more perfect union. In short, its object is not to work out the problem of life, but to try to shape the factors so that it may be worked out to a right solution.

The boy that comes out of the school-room is a theoretical boy, and never will be anything else. The busy world will test him. If the majority of him (!) can, by degrees, adapt himself to the novel, the unexpected, and the practical elements which constantly interrupt and upset the mathematical precision of his theories, well and good. The work with him has been well done. Discipline and instruction have served their purposes.

But what if he fail? Shall the tired brain, the loving heart, the willing hands, that have wrought together for his good,—that have endeavored to toughen his muscles, to strengthen his affections and to train his thoughts and will,—mourn and fret till the acids of life have rusted all its wheels or finally eaten through its mainspring? Nay, verily. That is, not unless too many of him fail!

In the latter case it is well for the employer to look to the qualifications of his employe. It is not a satisfactory excuse for a man who has hired himself out as a floriculturist and pulled up the flowers instead of the weeds, to say that he did the best he could and put in ten hours faithful labor a day. If he could not tell flowers from weeds, or had not studied the growth and cultivation of flowers, he should not have hired himself to do that sort of work.

The teacher is the cultivator. The pupil is the evil. Nature, revelation and experience are the seeds. Discipline is the ploughshare and harrow. The influence of home, of society and of school are the sunshine and the showers. But who is responsible if, after all these have worked together, there be still a stunted or otherwise abnormal growth? Or if, after the fields are ripe unto the harvest, a storm shall bow the fruitful heads of the grain till they rust or rot from contamination? Not the cultivator, I am sure. Why, then, should he sit and weep, or be troubled by the signs of the moon in the daily or weekly almanac? Crops grow equally well whether planted in the light or the dark of the moon. The moon's light is nothing but reflected light, anyway. It is much easier to croak than to construct.

A Page from a Teacher's Journal.

I sat to-day in the presence of a hundred High School students. My associates were called from the room by some chance, and the halt in recitations left me in charge of these hundred young people for five minutes. Most of them assumed the appearance of study more or less earnest. All were decorously silent or orderly, and as I looked about over that little army, marshalled and still, I could not forbear disturbing the calm with a word like this:

"I do not know—"

Two hundred eyes are turned toward the teacher's desk.

"I do not know where in all the world can be seen a more decisive demonstration of the power of civilization than just here and now. Without exerting an ounce of physical force, she has gathered you out of all streets into this place, and putting finger on lip, bid you be dumb. That you should sit here and work earnestly, not through force or fear, but of your own free will, is the best promise that a 'government of the people, for the people and by the people' shall not perish from the earth. Voluntary obedience is an essential half of liberty. A self-controlled people."

Ah, Professor,—"The class in Cæsar stand—Pass."

Literary Notes.

Biographical and Literary Games: by Walter Wallace of Columbus, Ind.

This is an ingenious arrangement by which 50 cards are used to represent some things about 40 Authors, and so combined as to furnish a number of interesting and instructive literary games.

St. Nicholas for January opens appropriately with a poem by Celia Thaxter, entitled "The Child and the Year." Another timely article is the breezy and exciting ice-yachting story by E. Vinton Blake, which introduces us to our old friends, the Dalzels; while John R. Coryell contributes a bright and home-like story, called "Baby Deb P'ays for the Christmas Goose," which tells how the feast was kept in a New England light-house.

"Historic Girls," a new companion series to "Historic Boys," by E. S. Brooks, is begun by the same author, in the same interesting style, with an account of the girlhood days of Queen Elizabeth.

THE BOOK-LOVER—A Guide to the Best Reading; by James Baldwin, Ph. D., author of "English Literature and Literary Criticism," "Story of Siegfried," etc. 12 mo. gilt top, 202 pages. Price $1.25. Jansen McClurg & Co., Chicago.

We have just received a copy of this beautiful little volume, well described by its title, "The Book-Lover." It is a book about books; intended for students of literary and general reading. The work is compact, clearly arranged, and thoroughly practical in its aims and methods. It presents well-considered chapters on such vital topics as "The Choice of Books," "How to Read," "The Value and Use of Libraries," "Books of Every Scholar," "What Books Shall Young Folks Read?" "Hints on the Formation of School Libraries," "Courses of Reading in History," "Courses of Reading in Geography and Natural History," "Philosophy and Religion," "Political Economy and the Science of Government," and "The Practical Study of English Literature." The author's views and recommendations eminently sound and judicious, are enriched and supplemented by citations from a wide range of able writers and instructors. The book gives some excellent Courses of Reading and Schemes for Practical Study, which have been thoroughly tested, and are more exhaustive, especially as regards contemporaneous history, than any similar lists that have been published.

Facts, Figures and Personals.

W. J. Bryan, of the Preparatory Department at Bloomington has been elected Professor of Greek.

We are glad to learn that our old friend Prof. J. T. Smith has been appointed to a very pleasant position in the War Department at Washington.

The Knox County Institute will be held at Vincennes, beginning December 29 and closing January 2r W. H. Pennington is the County Superintendent.

Harry A. Garfield, son of the late President, is appointed class-day orator at Williams College. The other son, J. R., is to be one of the marshalls on the same occasion.

Horace Hoffman, an alumnus of the State University, now taking a special course at Harvard, has been elected to the Department of Greek in his Alma Mater.

In our next issue will appear the first of a series of articles from Mr. Smith entitled "Short Sketches for the Young," which will be looked for with great interest by the readers of the Weekly.

Mr. Fouts, Principal of the High School at Brookville, has resigned and will be succeeded by Harry Buerk, of Indianapolis, formerly of New Albany. Mr. Buerk is a graduate of the Indiana University and also of Harvard.

D. D. Luke sends us his Annuel Report of the Public Schools of Ligonier, a pamphlet of 90 pages done up in exquisite taste. Luke's Analysis of the Couse of Study is worthy a wide reading and by his permission we shall publish copious extracts from it for the benefit of the readers of the Weekly. Ligonier is to be congratulated in being able to secure the continued services of D. D. Luke.

Lafayette, Ind., Dec. 22, 1884.

Editor Weekly:

The Weekly states that 83⅓ percent of the teachers of Wayne County attended the first Township Institute, and that 89 3-5 percent of the teachers of Lagrange County attended. Tippecanoe County can show an attendance of 90½ percent of of the teachers at the first Inststute. Next!

W. H. Caulkins.

Superintendent Holcombe has received from Dom J. G. Amaral de Valente, Brazilian Minister to the United States, the following letter:

Dear Sir:—In behalf of the Imperial Government I have the honor to convey to you the expression of the deepest appreciation and most sincere thanks for your generous and valuable contribution to the brilliant success achieved by the Pedagogical Exposition recently held in Rio de Janeiro. Accept, dear Sir, the assurance of my consideration. I am very respectfully your obedient servant.

J. G. Amaral de Valente

The standard institution, H. B. Bryant's Chicago Business College, furnishes young men and women with the highest grade of business education, and they are wanted by business houses as soon as ready.

Practical Lessons.

United States History in its Relation to European History.—VIII.

II. Specific Causes (of the Revolution.)
  b. Weak or corrupt ministries.
  (3 North's ministry. His personal weakness—Desire to please the king—Ministry bent on coertion—Refuses to hear petition of Congress—Accession of Lord Germain—His character—Result of his secretaryship to America. Ministry of North weakest, least principled and most unpopular of the century.
  c. Corruption of Twelfth Parliament.
  d. Obstinancy of George III.

Soon after the accession of Rochford, the new Tory party gaining the ascendancy, formed a cabinet with the intelligent, but weak and easily influenced Lord North at its head, a man who had already voted, in at least one instance, against his own judgment, in order to please the king, when, had he voted according to his own earnest wish and intention at the time, the Declaration of Independence might have been postponed for an indefinite time, and the American Revolution avoided; we refer to his vote against the repeal of the tea-tax.

The new ministry was bent on the employment of force against the colonies, but Lord North did not coincide with the others of his cabinet, and left the control of the government in the hands of the several departments. This left the king as the only point of administrative union, and his power was for the time increased. George III had, however, already determined to coerce America into submission under any circumstances, and the majority of the ministers, disregarding the scruples of Lord North, agreed with him. The first act of the cabinet toward the execution of this design was the refusal, in January, 1775 to listen to the entreaties of Congress for conciliation, and the resolution "to interdict all commerce with the Americans, to protect the loyal and to declare all others traitors and rebels." The vote, though designed only to divide the colonies, involved a civil war.

North's ministry is responsible for most of the arbitrary acts of England which were the immediate cause of war, and for the many more unwise acts which showed the American people that peace with Great Britian without independence was impossible, and that they must *fight* or *be slaves.*

The character of the war and the cause of the ill success of the British is largely traceable to the appointment in 1775 of a new head for the American department.

Lord George Sackville, better know as Lord Germain, was a "man of highly over-rated military ability, and one who possessed few or none of the qualities fitting to one who is placed in the conduct of a war. Minutely precise and formal, and punctual to a minute, he had a feverish activity, and personal application, but no sagacity or soundness of judgment, nor quick perception, nor that mastery over others which comes from force of character and a warm heart. He could not plan a campaign and was a most uncomfortable chief, always proposing to the general officers under his direction, measures which they had not the means to execute, and always throwing upon them the blame of failure, even in impossible schemes. His rancour towards those at whom he took offence was bitter and unending. His temper was petulant, his passions were violent and constant, yet petty in their objects." He was noted for his eccentricities, and capable of the most cruel acts of atrocity. No wonder then, that America, even though confronted by obstacles apparently insurmountable, should succeed, having a competent general and an undivded determination to win, when her enemy was harassed by doubts as to the righteousness of the war, and by the difficulties arising from a man of incompetency at the head of affairs, and one in whom his inferior officers could not trust. Indeed, we may lay much of the success of the Americans—so poorly equipped for war—at the feet of Lord Germain, who weakened his own side so that it was beaten. We need not detail his misdeeds, nor those of the ministry to which he belonged. We need only say of the latter, that after the accession of the new American Secretary, it was the "weakest, least principled and most unpopular of the century," and to it, in a large measure, America owes, if not the fact, certainly the early date of her independence.

As the third cause of American Independence we will only mention the shameless corruption of the twelfth parliument, which "virtually severed America from England."

The obstinacy of George III, who even after the surrender of Cornwallis, declared "no difficulties can get me to consent to the getting of peace at the expense of separation from America," stands as the fourth special cause. We have shown that at the beginning of the war, American Statesmen were ambitious to effect a reconciliation; independence, even in '76, was a dream, and not seriously thought of except by a few. The masses of the people preferred dependence upon the king. But he had no ideas of toleration and only thought to subdue the people. He would listen to no appeals, contemptuously flung aside the petition from Congress, entered into disgraceful negotiations for mercenaries, closed the ports of the colonies, and seized on their property on the sea until he had forced upon them the conviction that they must protect and govern themselves. The king was the "author of American Independence," and his corrupt and unprincipled ministers and parliament, fostered and nursed it up to maturity.

[TO BE CONTINUED.]

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Effingham......... "	1.00 p.m	4.10 "	3.45 "
Vandalia........... "	2.00 "	5.08 "	4.55 "
Greenville......... "	2.47 "	4.42 "	5.32 "
St. Louis..........arr.	5.00 p.m	7.30 p.m	7.30 a.m

* Daily. † Daily, except Sundays.

☞DAY COACHES run on all the above Trains, Indianapolis to St. Louis without change.

☞PARLOR CARS run on "No. 1,' Indianapolis to Evansville without change, and PULLMAN HOTEL CARS run on "No. 1," Indianapolis to St. Louis without change.

☞A LOCAL PULLMAN SLEEPING CAR is run on "No. 7," from Indianapolis to St. Louis. The same is placed on side track at Indianapolis, and is open at 8 o'clock p. m. for the reception of passengers, who may thus retire early and obtain a full night's rest.

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Time Table of Through and Local Trains.

Corrected to Feb. 17th, 1884.

Trains leave Union Depot, Indianapolis, as follows:

Centr'l Time	F'st Line	Mail.	Limited Express.	Accom.
Leave Indianap'lis	*4 25 a m	†10 45 am	*4 55 p m	†4 00 p m
Arrive Cambr'g' Cy	6 20 a m	12 59 p m	6 41 p m	6 13 p m
Richmond...	6 52 ..	1 37 ..	7 12 ..	6 50 p m
Dayton	8 55 ..	4 00 ..	8 55 ..	....
Piqua	8 58 ..	3 47 ..	8 59 ..	....
Urbana	9 56 ..	4 51 ..	9 52 ..	....
Columbus ...	11 30 ..	6 40 ..	11 20 ..	....
Newark	1 10 p m	....	12 35 a m	....
Steubenville	5 20 ..	....	4 22 ..	....
Wheeling....	6 45 ..	....	7 55 ..	....
Pittsburgh ..	7 10 ..	....	6 15 ..	....
Harrisburg..	4 15 a m	....	2 20 p m	....
Baltimore ...	7 40 ..	....	5 10 ..	....
Washingt'n.	8 50 ..	....	6 20 ..	....
Philadel'a ...	7 50 ..	....	5 15 ..	....
New York...	11 20 ..	....	7 30 ..	....
Boston	8 35 p m	....	7 50 a m	....

*Daily. †Daily except Sunday.

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Office North East corner Washington and Illinois St., opposite Bates House.

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